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ABSTRACT

This project attempted to improve the career preparedness of college students with disabilities by providing them with career transition workshops and professional mentors. Major activities included: (1) recruitment and matching of 58 students with disabilities and 46 mentors, combined with mentor training; (2) workshops for staff and students about project services; (3) job shadowing and summer work experiences at the mentors' workplaces; (4) ongoing interaction between mentor and students; (5) student-developed career portfolios; and (6) project evaluation and dissemination. The project was implemented at five campuses of the University of California and California State University. Emphasis was on integrating project services with existing campus services. This manual explains how students and counselors used the portfolio process to identify career issues, address them, and plan transition to work. The use of brainstorming techniques to develop self-determination skills is also addressed. Also analyzed is the mentor and student interaction, along with guidelines for mentors. The manual summarizes the project's activities in providing work experience, on-going outreach, and evaluation. Project evaluation indicated project activities were accomplished, but limitations were found due to the multiple sites involved, and inappropriateness of the workshops for students. Appended are recruitment materials, information about ongoing outreach, the guidelines for the portfolio process, and details of project administration. A diskette includes selected materials from the manual. (DB)

Campus to Career Mentor Project

for Students With Disabilities

Project Manual

ED 411 613

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Campus to Career Mentor Project
for Students With Disabilities

Project Manual

The discussion in this manual will focus on our initial design concerns, our research, the particular processes we developed, their related products, and finally the reasons for our choice to implement this strategy.

We, at the Campus to Career Mentor Project, will not attempt to show you how this project should be implemented. You are the experts about your particular talents and skills and the needs of your situation.

Finally, our experience tells us that when you want to implement this type of program, manuals or seminars will not provide enough information or support to be effective. At the core, this project is designed to deal with students in a different way. The understanding about this and the skills needed to implement it cannot be fully communicated in a manual. It is our belief that a program like ours can only work when it is developed in response to particular questions raised by project staff as they explore all aspects of their existing program.

The Campus to Career Mentor Project is:

Steve Köehmstedt, Project Coordinator
Jeff Edman, Outreach Coordinator
Angel Contreras, Project Assistant

Project Co-Directors
Catherine Campisi, Ph.D.
Paul Longmore, Ph.D.

*Special thanks to **Joan Kilbourne** for her wonderful contributions to the development of this manual.*

ABOUT THE COMPASS ROSE

When the old navigators set out to explore the sea, they would rely on three steps to stay on course. First, they would determine their current position. Then they would discover the location of their destination. Finally, they would plan their route and sail across it. When explorers entered an unidentified area on the map, they would place a mark on it to define their orientation and plot their position. They coordinated these marks with a device called a compass rose. The "petals" on this rose showed the directions of the prevailing winds and, when fitted with a magnetic compass, revealed the directions of North, South, East and West.

We chose the Compass Rose as our logo because we believe that in order for a person to arrive at their chosen career, they must first know where they are. Then they need to know where they want to go. Finally, they need to plan their path and take action.

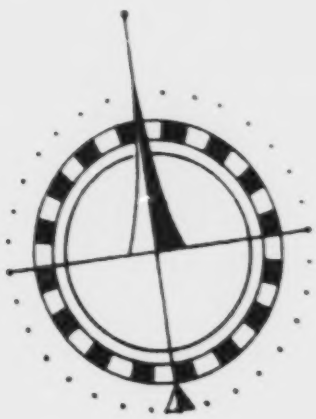

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TABLE OF CONTENTS

I. INTRODUCTION

Title Page 1
Compass Rose 2
Table of Contents 3

II. DEVELOPMENT

Description of Original Grant 5
New Research 6
Guide to Further Reading 13
Modifications 14

III. PROJECT DESIGN AND ACTIVITIES

Site Location 17
Recruitment 18
Workshops 21
Portfolio Process 23
Brainstorming 35
Mentors and Student Interaction 44
Work Experience 50
Ongoing Outreach 51
Evaluation 55

IV. APPENDIX

A. Recruiting Materials 62
Hello Letter 63
Brochure 64
Applications 65
Mentor Guidelines 68
Frequently Asked Questions 70
Database 73
Taped Materials 74
Presentation Materials 74

The diskette symbol means that the article is available on the diskette located at the end of the manual.

B. Ongoing Outreach
Web Site 75
Outreach Article 77
Follow Up Letter 78

C. Portfolio
Process 81
Menu of Services 107

D. Project Administration
Staffing 111
Timelines 114
Resources 116
Comments 118

E. Diskette 120

The diskette symbol means that the article is available on the diskette located at the end of the manual.

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II.
DEVELOPMENT

DESCRIPTION OF ORIGINAL GRANT

Our basic approach was simple. We would improve the career preparedness of college students with disabilities by providing them with career transition workshops and Professional mentors with matching disabilities and careers.

The General objectives were: (1) Improve the ability of students with disabilities to transfer their class room accommodations to the work place. (2) Improve their potential for specific career development, exploration and employment. (3) Improve student/family awareness and student use of self advocacy and self determination skills. (4) Improve the capacity of service providers and mentors to understand ethnic, cultural, and language diversity needs of students with disabilities. (5) Disseminate a manual describing detailed procedures to replicate the model.

Major Activities Included: (1) Recruitment, matching of students with disabilities and mentors, and mentor training. (2) Workshops for mentees, parents, mentors, and service providers to plan and enhance transition to work and independent living, and cultural diversity issues. (3) Job shadowing and summer work experiences at the mentor's workplace. (4) Ongoing interaction between mentor and students. (5) Student-developed career portfolio. (6) Conduct project evaluation and disseminate results of project.

NEW RESEARCH

We initially felt very comfortable with the design of our grant. It had been derived from a very successful mentoring program for high school age students with disabilities and, with the addition of some age specific modifications, it seemed complete. There was just one question we still needed to explore, " How should we present the material to the students in our workshops ?" Also, we wondered if there were any additional topics that should be covered in the workshops. We did not want to duplicate topics and information that the students had already received from other services. We decided to talk with students and find out what they thought they still needed to know. Although these interviews were informal, many students talked about similar concerns.

Here is a short list:

1. The students had doubts about their career choices.
2. They felt that they didn't get to make career decisions for themselves, while also saying that they were scared to have that responsibility.
3. They spoke of having few skills for problem solving or for strategizing their own process for finding solutions.
4. They spoke of having little work experience.
5. Many spoke of having completed various career programs in the past, and that they still felt unprepared to find and to hold onto a job.

Things we noticed:

1. The students generally had low self esteem regarding themselves and their career opportunities.
2. The students showed a mixture of anger and fear about their lives but when asked what they were going to do about it, they had no response.
3. Most of the students were very clear about their desire to talk with mentors. However many thought that the only way a mentor could be valuable would be to create a safe job and then be available to protect them from future job related problems.
4. We also noticed that many of the students had very little confidence about their competitiveness in a work situation using the accommodations that they currently employed when they had issues around writing and completing tasks. The students using accommodations for issues like mobility or vision were much more concrete.

Our project received this letter that illustrated our concerns.

> "We as disabled have faced the reality we are different and should be able to look to an organization that will give us the extra needed to compete in a world oriented workplace that is kept from our grasp because can't behave as normal people due to our disability."
>
> *—An anonymous student 1996*

We were quite concerned about the level of career preparedness that these students, (many of whom were seniors and juniors) possessed. These students, although some were more ready than others, generally did not show a basic level of self awareness, they lacked clear knowledge of goals, skills, and talents. They lacked professional skills, advocacy/negotiation skills, competency in completing tasks, knowledge of problem solving skills, confidence in the contribution they could make to an employer, and the concrete sense of career choice that would be necessary to be solidly employable.

We began to wonder, if we provided these students with training, mentors, job shadowing, and work experience, then how could the students develop the knowledge, skills, experience that lead them to believe in themselves so they can survive independently? What value will our career preparation have if they cannot use it to get a real job later if they need to?"

We came up with an analogy to this situation. It goes like this. If, in the 1840s, you decided to become a pioneer and settle out west, you would buy a conastoga wagon, get some horses, gear, food, choose a route and you would be on your way. If you and your family got tired, you could stop in at one of the various HYATT Regency hotels located all along your way and rest for the night. You would enjoy all the amenities, pool, sauna, spa, great food, and cable tv, then you'd be on your way. When you finally arrived on your new plot of land, you received the keys to your new split level ranch house. If you were to experience coming out west this way you would not have been a pioneer. If your goal was to become a pioneer than you would not have achieved it. You simply would not have gained the necessary skills, and the related confidence needed to survive in your new environment, if everything was provided for you along the way.

Now this analogy is not meant to imply that there is only one path. There certainly is not. People with disabilities often have to be stubborn and creative in their struggles to develop their own career paths. The path does not need to be terribly difficult to be meaningful. It just has to have enough difficulty. Student do not need to have a certain set of experiences. They don't. They just need to get enough of the experiences that are right for them. The analogy means simply that once you have arrived, you need to have confidence in your knowledge skills and experience, whatever they are, however you got them, that so that you feel that you are prepared to do the job.

The staff began discussing the need for a review of other projects and new research. How could we modify the existing program to meet these newly identified student needs?

Our exploration of the mentor/student relationship raised some concerns. Would the student get the opportunity to develop a sense of independence while they are placed in this type of prescribed relationship? Would they get the opportunity to risk making mistakes? Would they get enough opportunity to develop their own values?

Whether a student said they needed a mentor to provide a safe place for them because of their behavior, or their inability to write, or the way they moved, they made this statement many, many times. We responded to this concern by researching relationships that created dependency. We found the research titled "Learned Helplessness" of renowned Psychologist Carol Dweck. This research was not directly connected to the process of transitioning to work, but rather it focused on educational issues. Dweck's work showed that students learn to be helpless if they believe that that their grades would never improve. They learned that if they would always be less than the others, then they would just go with the flow and get any kind of attention available to them. Dweck showed that by teaching students that their intelligence was flexible and that it could be increased with hard work, the students would realize their power and would no longer be helpless.

This spoke volumes to us about the fact that most of our students joined our program precisely to have some mentor give them work experience, give them all the answers, and finally give them a job. They believed that their ability to develop mastery of career issues was finite and too small to do any good. They had all been in career programs of various types and they had come away believing that they were never going to be able to get a career on their own. Many of the students had learned to go with the flow to one degree or another.

We knew that funding sources for programs like ours were always uncertain and that statistics were showing that the average person would change careers between 4-7 times in their working lives. Because we could not guarantee that we would be able to assist our students to locate jobs in the future, we decided that we would try to help the students learn how to solve their own career problems so that they could be better able to get jobs.

Next we began to research education theories. We felt that a major component of the students' progress through their "Learned Helplessness" would come with the realization that they could find the answers to their career questions. They had to learn that they could learn.

The Efficacy Institute's Founder, Jeff Howard, provided us with the next clue. His research is on belief systems and the profound effect they have on student success. His work shows that if you tell a student that they are not smart enough to succeed in academics, over a period of time, the student will learn to believe it. Once this belief is held by the student it will have a powerful, negative effect on all academic activities they explore.

Howard has addressed these issues very effectively with programs that: (1) challenge students beliefs, (2) encourage high expectations from staff and faculty, and (3) create an environment where students are able to work in one area until they achieve mastery on that topic. Since many of our students held beliefs about their capabilities that were often incorrect, we felt that this approach had merit.

We also read the research of Gerber, Ginsberg, and Reiff. In their article "Identifying Alterable Patterns in Employment Success for Adults with Learning Disabilities," They focused on people with Learning Disabilities. We think that many of their conclusions have relevance to people with all types of disabilities. The most important part for us was the section in which they discussed "Reframing". Success for adults with learning disabilities is an evolutionary process that spans numerous years. But that process must commence with a conscious set of decisions. Here is their brief explanation. "Perhaps the key component of the internal decisions was a process that we call Reframing. Reframing refers to a set of decisions relating to reinterpreting the learning disability experience in a more positive or productive manner. It is the recognition that the key problem the adults with learning disabilities face is not the disability itself but, rather their inability to confront the various challenges they encounter as they learn to live with and overcome them. They explained that the reframing process involved understanding your disability, your weaknesses, your strengths, building on your strengths and developing an action plan to achieve your goals.

This process of reframeing, or internal decision making, seemed like a crucial step our students needed to experience. The next question for us was," How could we create an environment that would stimulate the exploration of, and ultimately lead the students to make, these decisions?"

Our search led us to the work of a researcher named Roy Heath. In the Article "New Lenses on Learning" Roy Heath wrote that he felt the need for a deeper understanding of college students' learning. With no fancy technology, no team of assessment experts, and no complex methodologies, he carried out a one-man project to create a longitudinal portrait of student growth and learning in college. He had the luxury of devoting himself full-time to weekly conversations with thirty-six selected students, with the single objective of encouraging them to reflect on their learning.

META-COGNITION

Campion, Brown, and Ferrara (1982) identify two aspects of meta-cognition. The first consists of knowledge about the cognitive processes needed to solve a particular task. Problem solvers must have conscious awareness of their executive function as evidenced by their ability to verbalize their knowledge. The second aspect of meta-cognition is the ability of problem solvers intentionally to regulate or guide their skills, such as planning, monitoring, checking, and so on, to perform a specific task effectively.

DICTIONARY OF COUNSELING
Biggs Donald A.
Greenwood Press
Westport, Connecticut,
London

These thirty-six students, who seemed to do nothing much more than reflect on their learning to a good listener who took a personal interest in their college experience, did better in almost every respect than students outside the study. Heath's students won an impressive array of academic and non academic honors.

From the research we know that participation does result in learning and that students who are involved get more out of college. We also know from research on cognition, that students who reflect on their learning are better learners than those who do not. Some students regard learning as something "out there", subject matter to be added to the inert piles of information already stored their heads. Others see learning as a process that interacts with what they already know to transform their understanding. These students are aware of themselves as learners. They actively watch themselves in the process of learning and develop learning strategies that constantly monitor their learning effectiveness. If the listener is also intellectually challenging, wise and compassionate, the benefits, to the student could be enormous.

We felt that we needed to get a handle on how our mentors would be interacting with the students. But what would we talk about with our students at our meetings? Could we use their career portfolio work as another way to help them to become better self advocates?

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We studied the work of David Langford of the Institute for Total Quality Learning. The Total Quality Learning approach to learning and teaching promotes self determination in every aspect. His ideas were of great assistance to us in the development of our portfolio process. Although TQL covers many issues, for our purposes we'll focus on qualitative evaluation methods, approaches that increase student interest and involvement, and the concept of constant improvement. Qualitative evaluation measures the quality of work that a student completes rather than measuring how much work a student produces. There are other concepts to Qualitative Evaluation, but we will limit our discussion to this one.

The teacher role changes to that of a facilitator, letting each student become responsible for their own learning. The Facilitator supports the students in the collection of information and its synthesis. This system is more interesting to the students because they get to choose what they want to study and they are supported to constantly improve their learning process. These concepts work together to focus the students' approach to their work on the idea of how they can continue to improve this process.

We identified the issue of self esteem as the students' number one concern and their most pressing obstacle to career success. Because of low self esteem, the students behaved helplessly in most activities. This behavior caused the students to approach career issues without taking ownership or responsibility. Without believing that they will be successful, there is very little incentive to explore issues until concrete answers are found. This lack of clarity often leads to a demoralizing lack of self esteem and of purpose. How can they feel competent to assume corporate responsibilities, or have the confidence in their preparedness and skills that would let them make important contributions if they never took the time to find out what their real talents were and to take ownership of that knowledge?

GUIDE TO FURTHER READING

Court, Deborah. "Teaching Critical Thinking: What Do We Know?" *The Social Studies*, May/June 1991.

Cross, K. Patricia. "New Lenses On Learning." *About Campus*, March/April 1996.

De Riemer, Cynthia. "The Mentor Factor" *Workforce Diversity*, Summer 1995.

Gerber, Paul J., Ginsberg, Rick, and Reiff, Henry B. "Identifying Alterable Patterns in Employment Success for Highly Successful Adults with Learning Disabilities." *Journal of Learning Disabilities* 25, 475-487.

Heath, Roy. *The Reasonable Adventurer: A Study of the Development of Thirty-Six Undergraduates at Princeton.* Pittsburgh: University of Pittsburgh Press,1964.

Kaplan, Laura Duhan. "Teaching Intellectual Autonomy: The Failure of the Critical Thinking Movement". *Educational Theory* 41, 361-370.

Paul, Richard. "Critical Thinking: What, Why, and How". *New Directions for Community Colleges* 77, 3-23.

Seal, Kathy. "The Learning Zone". *SW Air Spirit*, Jan. 1997.

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MODIFICATIONS

Although our project's Major Activities list included opportunities for the students to gain career related skills and experience, we felt that it's reliance on the knowledge, skills and experience provided by, and directed by, mentors and workshops was misguided. We believed that the over-arching goal of enhancing students' Self Determination skills would be undermined if the students were not getting the opportunity to practice Self Determination skills during their interaction with our project. We believe that the degree of self determination skills enhancement a student could achieve was directly proportional to the frequency and quantity of their opportunities for practice. We did not feel that our grant's original strategy created the kind of opportunities necessary for students to improve their Self Determination skills.

We felt that if we were to be successful we would have to focus on activities that would compel students to: a.) Challenge and reframe their incorrect belief systems, (b.) Make decisions to plan and take action. (c.) Set and accomplish goals important to them. (d.) Internalize their successes, and understand how they achieved them. The process of changing one's beliefs is very hard work. It can take a long time, and can be painful. Because this process is difficult, we felt that we would need to go to some lengths to help the support the students to stay in this process if they were going to reap its rewards.

It seemed clear to us, that if the students believed that they were failures and that they would not find work, and we provided them with jobs, we would be agreeing with them that they were failures and that they would not find work. We would be saying, "You won't be able to work without our help".

When I heard the explanations students gave me for why they are failures, I couldn't help thinking that they were not very objective in their beliefs. Then when I asked them to tell me what their gifts were, they said that they didn't know. I began wondering if they became more aware of the truths about themselves they would be better able to find work on their own.

We modified our objectives slightly, these modifications are shown in below in italics.

General objectives:

(1) Improve the ability of students with disabilities to transfer their class room accommodations to the work place.

(2) Improve potential for specific career development, exploration and employment.

(3) Improve student/family awareness and student use of self advocacy and self determination skills. *We modified this objective by putting our emphasis on the students.*

(4) Improve the capacity of service providers and mentors to understand ethnic, cultural, and language diversity needs of students with disabilities. *We modified this objective by working with students to understand their own ethnic, cultural, and language diversity needs, and then on their being able to self advocate for their needs.*

(5) Disseminate a manual describing detailed procedures to replicate the model.

We also modified our activities, these modifications will also be shown below in italics.

Major Activities:

(1) Recruitment, matching the students with mentors, and mentor training.
We modified this activity by recruiting programs on university campuses located across the state who will directly support their students working with our project materials. Then by having the students:
(a.) define their particular career issues.
(b.) strategize the order in which they should work on their issues.
(c.) choose resources that will provide the best information possible for addressing their issue. We then provide the students with mentors who are experts in the area of their issues. (We do not provide special training for mentors.)

(2) Workshops for mentees, parents, mentors, and service providers to plan and enhance transition to work, independent living, and cultural diversity issues. *We modified this activity by presenting workshops about our project materials for staff and students.*

(3) Job shadowing and summer work experiences at the mentor's workplace. *We modified this activity by working with existing campus programs that already provide job shadowing and summer work experiences to students with disabilities.*

(4) On-going interaction between mentor and students. *We modified this activity by having the students decide what issues the mentor can help them solve. Once the issue was solved the student and mentor chose what the extent of their on-going interaction would be.*

(5) Student-developed career portfolio.

(6) Conduct project evaluation and disseminate results of project.

We began to think of the process for developing Self Determination skills as a long, relaxing swim you choose to take rather than the kind of swim you have when you dog paddle to the ladder after you have been thrown in.

III.
PROJECT DESIGN AND ACTIVITIES

SITE LOCATION

One of the objectives of our program was to be available to students at various locations across the state. We had two guiding principals: first, our program would not be the sole resource for students, and second, we would not duplicate existing services. We chose to work with university campuses because they could provide us with the students and the additional services students would need.

What We Did:

We sent out letters to all of the University of California and California State University campuses explaining what our project would provide for students. We followed up with phone calls. We went to the campuses and discussed the possibilities of working in conjunction with their campus programs. Eventually, we made arrangements to work with 5 campuses across the state; San Francisco State University, CSU Long Beach, CSU San Bernadino, and CSU Fresno and San Jose State University.

How It Worked:

This initial location process worked well. We learned over time that the process of locating sites was actually a negotiation for the trade of our services for their services and their students.

Recommendations:

We may have been able to reduce the time we spent on letters and phone calls for this process if we had more information about the other campuses' needs in the beginning. We would recommend that a program collect as much information as possible on the needs and issues of potential sites prior to the site recruitment process.

RECRUITMENT

Our objectives for working with 60-70 students and providing them with mentors made recruitment one of our largest on-going activities. In this section we will discuss student recruitment, then the process we used for recruiting mentors. The appendix will house examples of the materials we used.

STUDENTS

What We Did:

Once we located the sites, we set up workshop dates and began advertising our services on the various campuses. The advertising consisted of letters being sent to every State Vocational Rehabilitation eligible student on their campus. We felt that this approach would provide awareness to students with disabilities from the most diverse cultural backgrounds possible. We also talked with campus service providers and asked that they let students know about our project and what would be available to them. Interested students filled out an application form and sent it to our offices. We sent out letters and made phone contacts to these students to remind them of workshop dates and to clear up any questions we had about their applications. Students came to the workshops to get their questions answered and to begin their work with our project. (For more information on workshops, see page 21).

How It Worked:

This process worked well for recruiting students. As of this writing, we have trained 58 students.

Recommendations:
We were satisfied with the process we used.

MENTORS

We encouraged students to explore any career field they were interested in. We knew that we would have to locate mentors from a wide range of occupations. Some mentors would be hard to locate. In order to reduce the lag time between the date the students requested a mentor and our mentor provision date, we decided to begin recruiting mentors very early in the program. We began recruiting mentors from a range of fileds by speculating on the career choices that would be most popular to our students. Later, while using the same recruiting process, we added an additional category of mentors called Resource people. We discuss Resource People in Section III Mentors/ Resource people.

What we did:

The initial phone call: The recruiting process begins with a phone call. We called a prospective business or agency to introduce ourselves and to obtain permission to send out our Mentor Packet. We would also confirm their name, title, and address.

Mailing: Following the phone call we would mail out a Mentor Packet. These packets included: Introduction letter "Hello letter" project brochure, application for mentors and resource people, guidelines for mentors and resource people, self-addressed stamped envelopes. We later added a Frequently Asked Questions page to this mailing. Examples of these products and their descriptions can be found in the Appendix Section A.

Follow up phone call: We made these calls two weeks after mailing out our Packets to ensure that the mailing was received and was either in the hands of the appropriate person or en route to that person. Once that person had seen the materials we would then discuss their signing up to be a mentor or resource person. We always asked if there were other people they could recommend as contacts who might want to become mentors, and offered to send them more copies of our materials as needed.

Once a mentor was signed we would add his or her name to our database. This database was used to maintain information helpful to us in providing students with mentors. For more information on database see Appendix A, page 73.

How it worked:

Using the outreach methods described above, our recruitment of Mentors and Resource People was successful. The approach worked well for both general mentor collection and the location of mentors with unusual qualifications, specified by the students. As of this writing, we had recruited a total of 46 Mentors and Resource People.

Recommendations:

We found this recruitment process worked well. We found that most people we spoke to were willing to work with students in this way.

WORKSHOPS

These workshops were designed to inform students about our project and give the students an opportunity to explore our project materials through exploring our self assessment process. This exploration in using our methods gave the students a better understanding of what their work with our project would entail.

We also provided workshops for staff to train them in the use of the project materials as they would be the direct representatives of our project on their campus. We will explain these workshops after the student workshop section.

STUDENT WORKSHOPS

What We Did:

The workshops were usually scheduled for an hour and a half. During this time we asked the students to identify their career concerns and their expectations for working with this program. We also presented stories and information about making the transition into careers. We had the students begin the self-assessment process outlined in the portfolio. (For more information, see The Portfolio Process, page 23). We made time for questions, answers and discussion. At the end of the workshops, we asked the students if they would like to be involved with this project.

How It Worked:

Students found answers to their questions and many of them continued in the program. We felt that this approach worked pretty well.

Recommendations:

Make sure that the remote campus staff have a great understanding of the project and it's abilities. This is crucial as their involvement in recruiting students is essential.

STAFF WORKSHOPS

What We Did:

During the site location process, we had brief discussions about our project materials and the services we would provide. We often did this with three or four staff members who were connected to student service programs. Some staff caught on quickly to our methods while others required more contact. We offered additional workshops and /or tutoring to those individuals as required. Many of the staff also attended the student training workshops.

How It Worked:

In some cases, staff knowledge of program materials was limited. Staff members cited scheduling difficulties and rival demands as the main reasons for being unable to attend additional workshops.

Recommendations:

Some of the students would have had more success using the project materials if the staff members had been able to take advantage of additional training.

THE PORTFOLIO PROCESS

We designed the portfolio process to enhance our students' ability to evaluate their own skills, experience, and goals. This process also facilitated the development of an archive for storing important information. In a series of on-going meetings, students and counselors use the portfolio process to identify career issues, address them and plan a process for the transition to work.

What We Did:

A. The Counselor's Role

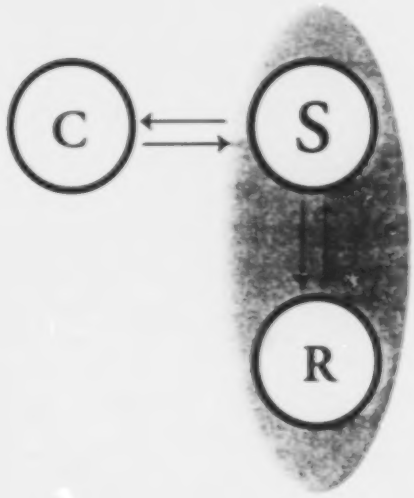
The Counselor's role is to work on issues which are most important to the student. These issues may relate to career choices, accommodations or self-esteem. The Counselor actively collaborates with the student, but allows the student to be the driving force in setting the agenda for discussion. If the student is not able to assume responsibility for his or her own development, the Counselor works to cultivate this ability. The Counselor helps students learn how to develop a well-focused series of questions and goals which would govern their communication with Mentors and Resource People. The Counselor's objective is to make sure that students learn these skills and practice them with the Counselor's help so that later they can perform then on their own. The Counselor must nurture and respect the student's independence. If the student's portfolio process is to be truly authentic, he or she must relate to the real world directly, without the Counselor's intervention.

Student Resource Interaction With Counselor Support

Student = S

Counselor = C

Resource = R
(Mentors etc.)



The Campus To Career Mentor Project *For Students With Disabilities*

Figure 1

STUDENT/RESOURCE INTERACTION WITH COUNSELOR SUPPORT

The ***Counselor (C)*** works with the ***Student (S)*** to improve the student's interaction with the ***Resource (R)*** which could include mentors, resource people, professors, service providers, etc. The Counselor challenges students to develop a well-focused series of questions and goals which provides parameters for effective interactions with professionals. Within these parameters, the students gain appropriate expectations, clear focus, and they have a base line that they can use to self monitor. In the ***Gray Zone***, the students experience realistic interactions with their resources and monitor their own performance. If they have concerns, they can discuss them with the counselor later. The counselor does not intervene in the communication between student and the resource person.

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B. The Student's Role

Students need to be prepared to challenge their existing beliefs, learn to make plans and take action. In short, they need to learn to set and accomplish goals. More importantly, they need to internalize their success and understand how they achieved it. By learning the skills of self-monitoring and self-determination the student will learn how to acquire a realistic awareness of their goals, knowledge, experience and skills. Moreover, if students re-evaluate how they learn, they can develop their own best learning strategies. (See Brainstorming, page 35.)

The portfolio process consisted of the following steps:

1) **Student self-evaluation** — In this stage, students evaluated their career preparedness through the use of Self-Assessment Questions dealing with their knowledge, skills and experience. (See example Appendix C, page 81)

2 **Plan chart** — Students used the Plan Chart to display the answers to the Self Assessment Questions and identify the steps necessary to improving their preparedness in a given area. (See example figure 3, page 29)

3) **Plan Chart Notes** — Students examined their Plan Charts in an effort to translate their agenda from general matters to specific courses of action. (See example figure 4, page 30)

4) **Set Priorities** — At this stage, students determined which items on their plan chart were most important and/or most urgent. Aside from its practical benefits as an aid to organization, the ability to set priorities is also an important component of metacognition, adding clarity, focus and a sense of ownership.

5) **Foray** — Students sought answers to a specific question relating to one of the issues on their plan chart by making phone calls, collecting addresses, making appointments and conferring with appropriate Mentors and Resource People. Additional forays were sometimes necessary. (See example figure 5, page 32)

6) **Foray assessment** — Students evaluated their most recent foray and determined what elements worked well and what improvements were possible. Students used this information to help plan their next foray. (See example figure 6, page 33)

7) **Update Plan Chart / Return to Step 3** — The information and materials which students have collected in their forays will accumulate and comprise their "portfolio". Students will repeat the process until all of their questions are answered and their issues are resolved

How it Worked:

We did not mandate that students keep a rigorous portfolio. Instead, they usually organized their material into simple file folders. Most students thought the portfolio process was helpful in learning to think critically about their organizational skills and methods. Most students, however, were so busy with school and/or work schedules that they did not have enough time to devote to the portfolio process. Some said that they would be more likely to devote the appropriate time to the process if it were offered as a three-unit class. This process yielded significant benefits to students' self-esteem. Students said that the Portfolio Process worked best with active participation of the counselor.

Recommendations:

The greatest strengths of the Portfolio Process are in its organization and planning functions. We found, however, that many students had limitations in these areas not simply because they lacked organizational skill, but rather because they lacked a clear vision of their career. We wondered what incentive the students would have for effective career planning while their career goals were unclear. Before they work on planning their career search, we recommend that students begin with the brainstorming process to help flesh out their career ideas.

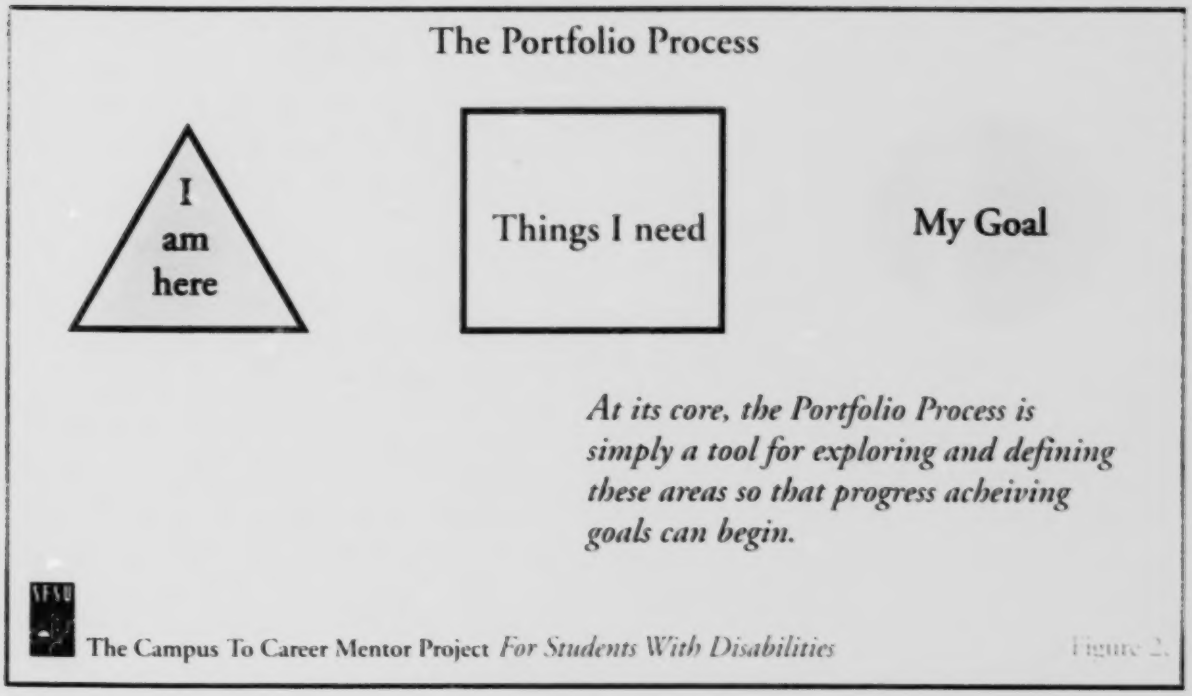
The Portfolio Process
I am here
Things I need
My Goal
At its core, the Portfolio Process is simply a tool for exploring and defining these areas so that progress acheiving goals can begin.
The Campus To Career Mentor Project For Students With Disabilities

Figure 2.

This is a typical portfolio process work session, in which we discussed the questions for her next foray.

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PLAN CHART

The Plan Chart is a graphic representation of a student's self-assessment across a range of categories chosen by themselves. Students use the Plan Chart to itemize and visualize the types of knowledge, skills and experience they need to work on. As students increase their preparedness in a given area, they will begin to fill in the appropriate boxes under the categories of knowledge, skills and experience. Students learn to divide these categories into "base" or "high" sub-categories in order to differentiate between those which are more general and those which are more specialized. The Plan Chart also allows students to prioritize their activities and set schedules for completion.

PLAN CHART

	Knowledge		Skills		Experience		Schedule		Priority
	base	high	base	high	base	high	start date	end date	
Beneath category titles write in your individual topics of study									
Career Plan									
job search									
resume									
interview									
explore public policy									
explore urban planning									
explore social science research jobs									
Academic									
grade improvement									
Accommodation/Advocacy									
develop computer accommodations									
Socialization									
wardrobe for work									
Work Experience									
work experience									

Figure # 3

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PLAN CHART NOTES

Answers to find, things to do

Category: *Explore Public Policy*

Area: *Please circle appropriate title.*

(Knowledge) Skills Experience

Level: *Please circle appropriate title.*

(Base) High

The questions and tasks below should represent your career obstacles from a particular category. When you finish this list you should be able to completely black out this area on the plan chart. But more importantly, by finishing these questions and tasks you should now be able to move on to other areas with some sense of closure.

I need to learn more about the range of public policy careers. to help me narrow my job focus.

Some questions I need answered:

What are the different types of public policy jobs?
How are they different?

Figure # 4

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Le's Story

Le designed a foray in which she would seek an information interview. She felt well prepared with questions to ask. She returned dismayed by what she describes as a painful experience. We talked awhile about her distress and then I explored with her what she had done. She called a Human Resource office and told the woman who answered the phone about her disability and her need for accommodation. "She didn't seem to understand," Le said. "She finally said she couldn't help me and hung up." We talked about some strategies to improve the interaction. It soon became clear that, when Le called the number given to her by a friend, she wasn't clear what department she had reached and that she didn't know the name or job title of the person she talked to. We suggested that she make inquiries when she called to be sure she was talking to someone who did information interviews. We also talked about what would be appropriate timing and language to express her concerns about accommodation.

ABOUT THE PLAN CHART NOTES

Students use these notes to focus on and develop their understanding of a specific area of their Plan Chart. After choosing a Category, Area and Level, students compose a list of specific obstacles, tasks and/or questions which need attention.

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FORAY WORKSHEET

OVER ALL GOAL: *Explore Public Policy*

CATEGORY: *Career Plan* DATE_____

SPECIFIC QUESTION TO BE ANSWERED IN THIS FORAY:
Are there different types of Public Policy jobs? If so, what are they.

LIST CRITERIA FOR EVALUATING YOUR INFORMATION

1_____
2_____
3_____
4_____

WHAT RESOURCES WILL YOU USE?

John Smith (mentor)
University Career Center

WHAT QUESTIONS WILL YOU ASK YOUR RESOURCES?

1. Are there different types of public policy jobs?
2. If so, how would you describe the types?
3. Do they require different types of education or expertise?
4. Are there any professional journals that describe public policy jobs?

HOW WILL YOU DEFEND, DEMONSTRATE, OR DOCUMENT YOUR ACQUISITION OF KNOWLEDGE, SKILLS OR EXPERIENCE IN YOUR PORTFOLIO?

I will make copies of articles. I will also take notes from the conversation with the mentor.

Figure 5.

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FORAY ASSESSMENT

Please install into portfolio following foray

Category: *Career Plan* Date_____

Goal: *Explore Public Policy*

Foray Question

Was your foray question well focused to your goal, why or why not?

Yes. it was well focused and it yielded a lot of information.

Knowing what you know now If you could write this question differently how would you change it? *No. it worked fine.*

Criteria for Evaluation 1 2 3 4 5

Were the criteria for evaluation that you selected appropriate to assist you in evaluating the information you sought out while answering your foray question, Why or why not?_____

How, if possible, could you improve upon them?_____

Resources *(Menu of Services)* 1 2 3 4 5

What worked well with your selection of resources?

The mentor (Mr. Smith) was knowledgeable.

What areas could use improvement? *The use of career center resources.*

How, if possible, could you improve upon your resource selection?

The career center didn't have very much information on my career area. I will improve my use of resources by using two professional journals for current information.

Mentor 1 2 3 4 5

When you communicated with your mentor what areas worked well?

He knew a lot about his area and gave me a lot of information.

What areas could use improvement?

Mr. Smith was only an expert about public policy fields related to his own. I will need to explore using other sources of information in addition to using Mr. Smith.

How, if possible, could you improve upon your communication with your mentor?

We used the phone and he was interrupted a couple of times.

Next time I will e-mail him.

continued next page

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Could you apply these changes to your next interaction with your mentor and if so how will you do it?

Yes, we already discussed it will be fine.

Resource Questions 1 2 3 4 5

What worked well with the construction or usage of your resource questions?

They worked well.

What areas could use improvement?_____

How, if possible, could you improve upon your construction and usage of your resource questions?

I could spend more time in the professional journals prior to talking with the mentor so that my question would be more focused.

Portfolio

When you take this new information and fill in the appropriate box in your plan chart. You will also need to put this foray and materials to defend, demonstrate, or document your accomplishment into your portfolio.

What will these materials consist of and how do they defend, demonstrate or document answering of your foray question?

Two journal articles and notes from my talk with Mr. Smith.

Figure 6.

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BRAINSTORMING

We started working with the students using the portfolio process. Many of them did not make progress. It was interesting to us that, initially, many of these students said that they had a particular career in mind and yet they were stranded. We explored this "inability to progress" and noticed that those who experienced it were not able to discuss their career abilities or desires with confidence. This lack of a concrete picture of the students' skills and goals had a dramatic inhibiting effect on their ability to maintain motivation for any length of time. Because the career exploration process often takes a long time, this motivation issue is key.

We felt that without some kind of baseline measure of their career skills or goals to compare their progress against, the students could not internalize the rewards of their career exploration. Their experience would become just another activity in their lives that they had tried for awhile, felt insecure or unsure about, and lost the motivation to continue.

So, for the students who were not prepared to go directly into the portfolio process, we developed a process that would help them to become aware of their own goals and skills. This snapshot would provide them, with a way to gauge their progress and make the work more relevant. We work with students to create their own picture through a process we call ***Brainstorming***.

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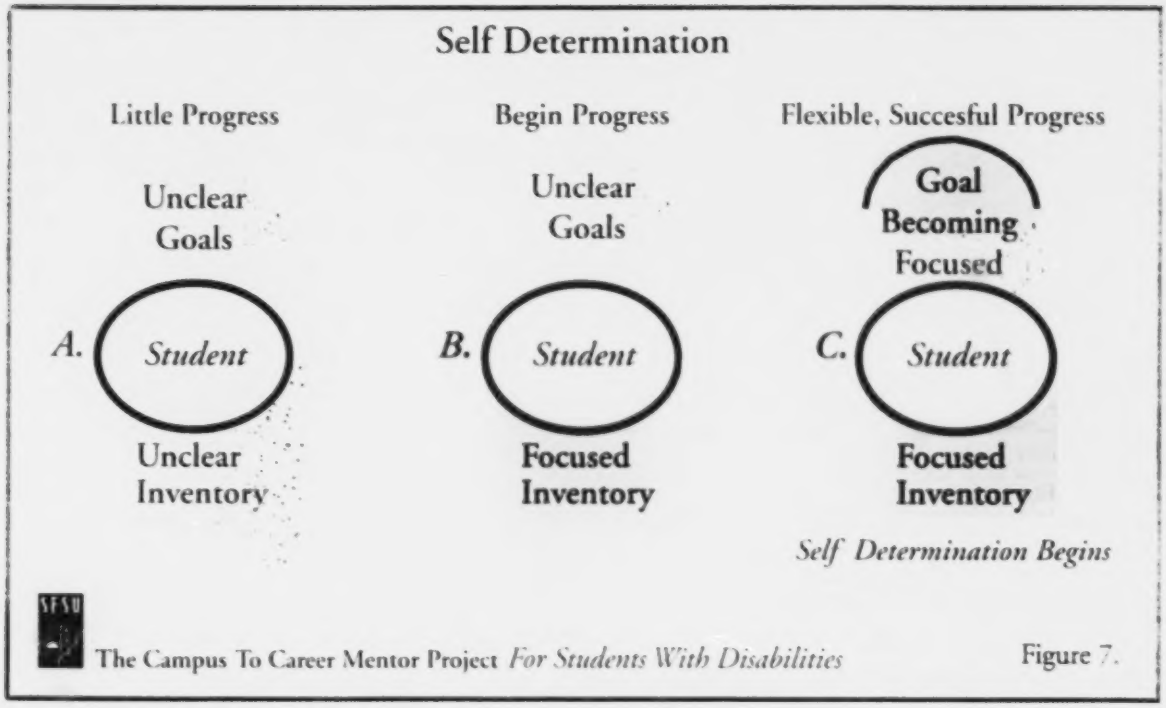

Figure 7.

THE PROCESS FOR LEARNING SELF-DETERMINATION

Section A. shows a student virtually unable to make progress. They are unsure of their personal ***inventory*** (skills, talents, weaknesses, etc.) and, consequently, their ***goals.*** In **section B.** their skills and talents become clear. Their inventories grow and now they have a baseline from which they can measure their progress. **Section C.** shows that once the students' inventory coalesce they can use this knowledge to identify career goals that really fit. They can now monitor, strategies and evaluate their progress. When they know where they are and where they are going, self determination begins.

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Sandy's Story

When Sandy came to our office she brought many problems about accommodations, money, and family living along with her career concerns. She described herself as struggling to keep her head above water. "I help everyone else," she said, "but I have trouble helping myself." She wasn't ready to start working on career preparation, so we started the brain-storming process. She researched her disability diagnosis and discovered her strengths. Talking about her ambitions, she clarified her career picture. Now she was ready to work on her job search. Over the winter break, she made phone calls for interview appointments and she met with us to edit her resume. She said, when she left, "I know I have more things to work on, but I'm ok now on my own. I will call you if I need you."

What we did:

The student's picture can either express where they are or where they want to go, with equal value. With a commitment to either their present skills or their future goals, the student can plan, evaluate their performance and make progress. Eventually they will explore all of their issues as they are all intertwined.

We have developed a hypothesis that *when a student has internalized one of these pictures and begins to define the other, Self Determination begins.* We therefore developed the brain storming process in two distinct strands that relate to the student's priority issues. The first strand called ***Career Picture Brainstorming*** is used when the student's priority issue (as the student has defined it) is future oriented. This strand is applied when the student is overwhelmed with concerns about the details of their potential career, and they exhibit an inability to find a place to start their exploration of these issues. When discussing their concerns, they will often list every conceivable type of difficulty related to school, social concerns, work experience, transportation, advocacy, accommodations, etc.. We work with the student to create a picture of their perfect working environment where each one of these issues is addressed.

An analogy for this process would go like this. On a Sunday afternoon, you, as the counselor, take the student down to Universal Studios, which you have prearranged, and you go straight to the properties shop. There the manager is waiting with some crew members who will help the student to collect all the pieces that he or she had in mind. Then the student directs the crew in arranging the furniture, putting out different desks for other people who would be in the office, putting pictures on the wall. The student names the type of computer, files, phones, and all other equipment he will need. Once the environment is complete you go to the casting office and get actors who match the other employees in the student's vision. Next you're off to wardrobe to get the appropriate clothing for the student and the actors. Then you go back to the office set with the student and the actors. The student explains the job descriptions for each of the actor's roles. The actors go to work. The student describes every additional aspect of their perfect job in as much detail possible. Finally the student says, "That's it, my perfect job!"

In our real office, however, our resources for developing these perfect job pictures are limited to student answers to questions. We use many, varied questions. We have adjusted the list for each student's unique needs, but here is a brief list of some of questions we have used:

- Do you want to work in the city or in the country?
- Do you want to work out of your home?
- Do you want to be your own boss, or do you want to work for someone? What does your office look like?
- What is in it?
- Do you work with other people?
- Where do they sit?
- What is your title?
- Are you in charge of the others?
- What kinds of activities do you experience during a usual work day? What activities do you do during a week?
- Which activities are the most fun for you?
- What skills would you use to complete these activities?
- What activities are you most talented to complete?
- Would you use accommodations in the completion of these tasks?
- What would the perfect accommodations be?
- Describe these accommodations in the most detail possible even if you don't think that they currently exist.

You also ask the student to describe their desired salary, how many hours in their work week, what talents other employees would have. You could ask them to describe the skills and talents that would make a boss perfect for them. If they said that the boss should have a similar disability to theirs, ask them to discuss their perfect boss's non-disability related skills and talents.

Once students have this career snapshot in mind, they can compare its elements, through research, to the realities of working in that environment. Then they can find the nearest job titles, to see if they have really made a good career choice. Once they identify a particular title most closely related to their perfect job, students can identify the usual tasks performed, what the needed skills are, and they can begin to compare their current skills and abilities to these. In some cases you may want to build a negative picture of what the worst case scenario would look like. All of this work is really important to students to help them internalize their new picture.

The other strand of our brainstorming work is called ***Obstacle Picture Brainstorming***. This type of brainstorming is used when a student identifies their present skills as their priority for exploration. This process is very similar to that used in Career Picture Brainstorming with a couple of exceptions. The Obstacle Picture Brainstorming is always about a problem so the picture will be about something that doesn't work. For instance if the student said that they could not write we would ask questions like these:

- What parts of the writing process do you do well and which ones do you have trouble with?
- Are there particular types of writing that you think you are good at?
- Have you personally learned things about how you do your best work that might apply to your learning to write?
- What type of writing are you have trouble with? Be as specific as you can. How many times have you attempted to do this kind of writing?
- Do you think that you might be able to learn this style if you did it a few more times?

It is not just a lack of career information that is the obstacle for these students, it is the belief system about their abilities that needs to be explored. This is painful work in which we ask the who, what, were, and why of every part of their life experience in this area. Here's an example of some questions I have brought to students who talk about writing problems.

- How old were you when you heard, for the first time, that you couldn't write?
- Was that teacher effective in helping other students learn to write?
- Was that teacher effective with any other students who had similar skills to yours?
- Did that teacher ever help you learn to write using your best strengths?
- Does it makes sense to you, with your experience, that you might have an opinion of your writing abilities that is skewed by your limited use of your best strengths?
- Were you able to practice it enough times for you to understand writing structure and rules?

AUTHENTICITY

We use the students' self assessment as the basis for our work and to evaluate our counseling strategies. Authenticity means to us that we keep focusing on the students' attributes by asking ourselves questions like, in this situation, are the students using their best strengths? Are they developing their own learning process so that they can apply it later in different situations? We adjust our interactions with each student to assure that we are doing our best to keep them focused on their strengths and issues as outlined in their self assessment.

Whatever painful issue the student introduces, you must challenge every aspect of it so that the student can develop a concrete list of strengths and weaknesses. Here is an example of some concrete things the student can take away from this kind of exploration.

My writing strengths:

- I am very good at getting ideas out for a paper.
- I am really good writing papers when I understand the format for that kind of writing.
- I am good at finding creative solutions to problems and writing about them.

My writing difficulties:

- I have difficulty outlining a paper.
- I have difficulty organizing my time around writing my papers.
- I have difficulty with spelling.

Although these lists are certainly incomplete, they give an example of some things we have heard from students. Having a concrete list like this allows a student to commit to using their strengths to improve their writing. In addition, this commitment enhances their self esteem. Having a list of their strengths and weaknesses allows a student to take ownership of the solutions to his or her problems which is an important step to Self Determination.

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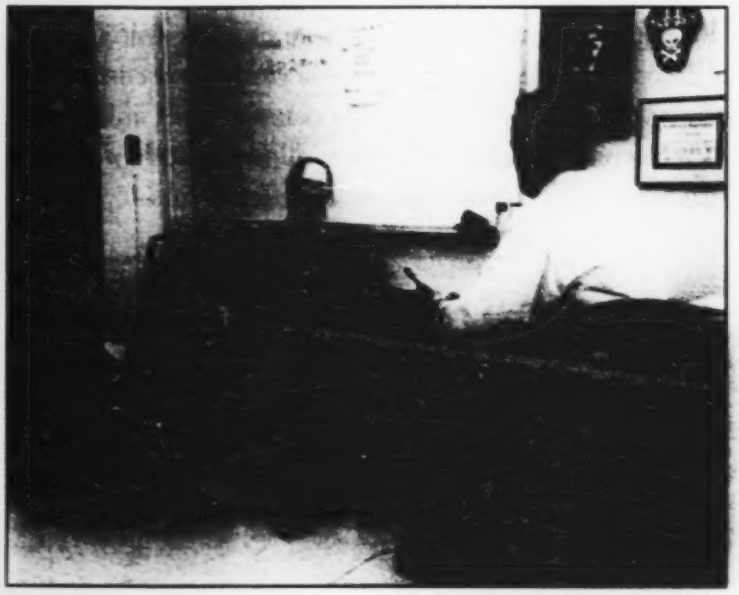
How it worked:

We felt that we made very good progress with many students using these methods. Some students would do brainstorming for a while and then move to the Portfolio to do strategizing, while other students would move from this process directly into networking for careers or internships. By improving their clarity about their career goals and skills, the students seemed to have increased ability to self motivate.

Recommendations:

This work should start earlier in a student's life; in middle school, perhaps, and go longer. We developed the Portfolio process first. Perhaps this brainstorming would have been a better vehicle for working with the students if we'd had more time to develop it. It would be helpful to design a method for collecting qualitative data.



This is a career picture brainstorming session, in which we discussed and identified elements of her career snapshot.

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A SPACE FOR YOUR NOTES

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MENTOR AND STUDENT INTERACTION

The ultimate goal of the mentoring process was for the student to learn the skills necessary to successfully perform career networking. To ensure that the students gain the most experience, we modified the role of mentor to that of a career professional who acts as an expert resource to assist students in answering their career and/or accommodation questions. We did not train mentors, nor did we interfere or intercede in their communication with students. We did, however, provide a set of guidelines for Mentors and Resource People which explained their role vis-a-vis the student (see facing page). If the student was having trouble communicating with their mentor, we worked with the student to strategize actions they could take to solve the problem. In this way the student would interact with career professionals just as they would in the real world.

We felt this process for developing networking skills would bring many rewards. First, because they were working to resolve their own issues, students got the value of the information they collected. Second, they could consult in the future with the mentor with whom they had spoken. Third, they had the experience of successful networking. Finally, they enjoyed the security of knowing that they possessed the skills they would need for future networking.

MENTOR AND RESOURCE PEOPLE GUIDELINES

The Campus to Career Mentor Project makes a clerical distinction between Mentors with disabilities and Mentors who do not have disabilities. We call Mentors without disabilities Resource People.

The Campus to Career Mentor Project helps students learn to use mentors and to build networks effectively. Through the use of our portfolio process, students learn to enhance their career planning and information gathering.

Our project teaches students to find the appropriate resources to help them help themselves. The mentors focus on helping the students find answers to their own career questions. We believe that this approach will help students learn to create networks made up of multiple mentors to get the support that they need to develop a better sense of self-confidence. The students also learn to monitor and adjust their interactions with their mentors to improve their effectiveness.

We recommend that the mentor's communication with students focus on three basic patterns:

1.) If the student asks you a question, and you are an excellent resource for answering that question, answer it.

2.) If the student asks you a question, and you are not an excellent resource to answer it, say "I am not qualified to answer that question." Then, if you can make a referral to an excellent resource, make one.

3.) If the student's question is not well-focused, assist the student to focus his or her question.

As the students will engage their mentors with specific questions, our project is not recommending a particular time commitment on the part of the mentors. Rather we are looking for a commitment to assist the students in finding answers for themselves.

Anything beyond some on-going phone calls, Email correspondence, or occasional meetings will be developed at the discretion of the mentor and the student.

It is our hope that by assisting the students in learning to direct this career search they will learn skills that they will use the rest of their lives.

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We didn't want students to become reliant on a single person with a disability as their sole source of information and support. We were concerned that the student might be hired in a company in which they were the only disabled person. We needed to give them the experience of learning to communicate effectively with a wide range of people. Another concern was the availability of disabled mentors from unusual careers. We began to recruit by careers and, often, the only expert resources available were non-disabled individuals whom we asked to act as mentors. Many of them signed on. We termed mentors without disabilities resource people. The only difference between the two was their area of expertise. In the following sections, we will use the term mentor to refer to mentors and resource people.

What we did:

The student would define a particular area of inquiry best served by a mentor in their foray worksheet. (See Portfolio Process, Figure 5, page 32). We would work with the student to develop excellent questions to use in their contact with the mentor.

We searched our database for mentors whose areas of expertise most closely matched the goals of the student. If a student wished to discuss accommodation issues with a mentor, who had a similar disability, we could try to match this as well. Student-mentor interaction could take place by phone, fax, Internet, TDD or personal meetings.

We did not stipulate how many meetings they would have or how long they would last. We left this issue to the student and the mentor to resolve because they were most aware of their own needs.

We worked with students to evaluate the effectiveness of their interaction with the mentor as it related to their foray objectives. If their objectives were not met, the student could either choose to prepare for another meeting with the mentor or attempt to locate an additional mentor.

Mary's Story

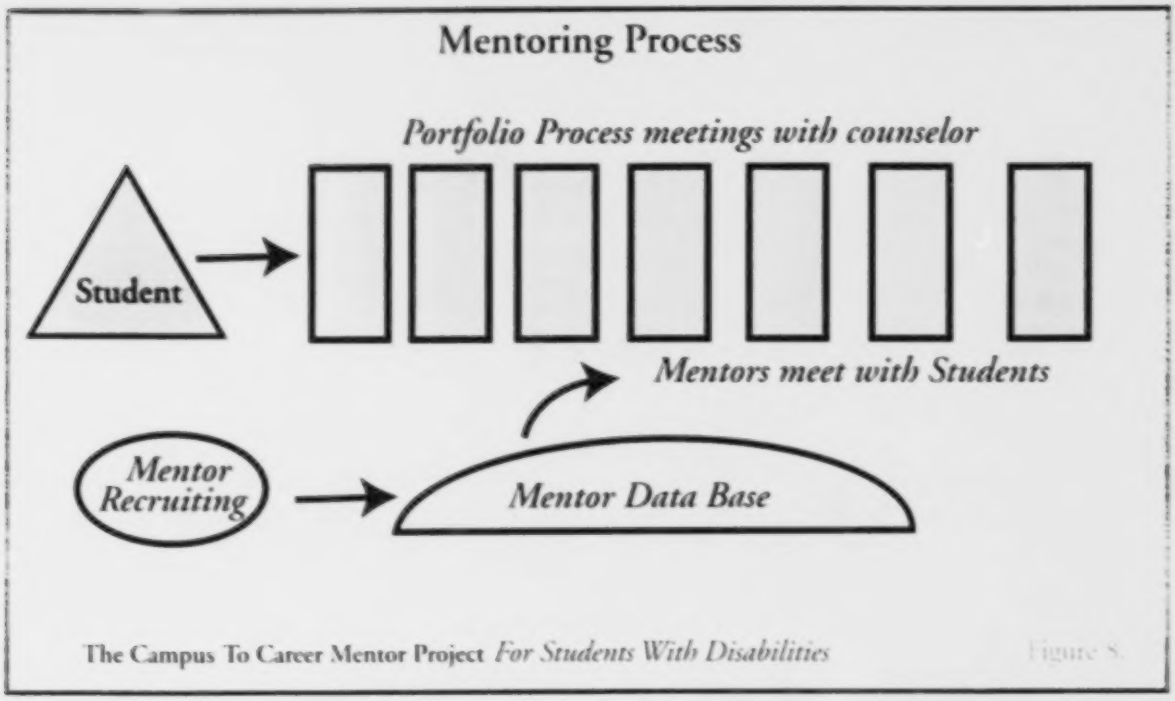
Mary was a graduating senior, a student with cerebral palsy, who had a slow speech pattern. She was trying to make appointments for informational interviews. She called to complain that one contact had not returned either of her two phone calls. She believed he wasn't calling back because of her speech. We suggested that she use his email address to connect with him. Mary was offended, saying, "You are asking me not to be authentic, not to let people know who I am," We discussed the nature of the mentor role and pointed out the goal was to get information that she needed from this person. She was not entering into an extended relationship in which she needed to be understood and accepted. She was simply approaching a resource person to ask for the answers she needed to make a career decision. In that kind of relationship, what mattered most was that she be effective in getting what she wanted.

How it worked:

Through our recruiting efforts we developed a wide ranging group of mentors for our database. The stockpile seemed like a good idea to reduce the time between student requests and the provision of a suitable mentor. We found, however, that by the time the students had worked out personal issues, they were more likely to find professional mentoring through internships or work experience.

Recommendation:

The students who were most focused and clear about their objectives for their mentor interaction seemed to reap the most benefit.



MENTORING PROCESS

The Chart illustrates the general mentoring process. The use of mentors usually occurs after the students have defined their goals and created specific questions in subjects in which the mentor has expertise. After the students communicate with the mentor they evaluate the effectiveness of that interaction to improve their skills. If the students had difficulties during that interaction they can discuss them with the counselor, and decide what action they should take to ameliorate the situation. To facilitate realistic practice of these skills, it is our policy that the students are responsible for the effectiveness of their mentor interactions.

A SPACE FOR YOUR NOTES

WORK EXPERIENCE

An important part of our grant was the objective regarding work experience. If the students were to identify their self determination strategies they would need to practice them. In accordance with our commitment not to duplicate any of the existing services, we chose to work with campus sites which could routinely provide students with work experience.

What we did:

Simply put, when a student said they wanted to get work experience we helped them to inventory their skills, desires, and best methods for career. When the student felt that they were clear we would refer them to the local program providing work experience.

How it worked:

In most cases, the students already knew about these campus services. They would also use the work done on these inventories to secure internships. The more knowledgeable and focused a student was about their career choices the easier it was for them to find and maintain internships and work experience. This seemed to work well.

Recommendations:

We felt this approach worked well.

ON-GOING OUTREACH

On-going Outreach refers to our continuing efforts to recruit new students, Mentors and Resource People, as well as providing our current students, Mentors, Resource People and the general public with up-to-date information on our project.

This outreach targeted four audiences: 1) potential and current students; 2) potential and current Mentors and Resource People; 3) other universities; 4) the general public (including other disability, career, counseling professionals).

What we did:

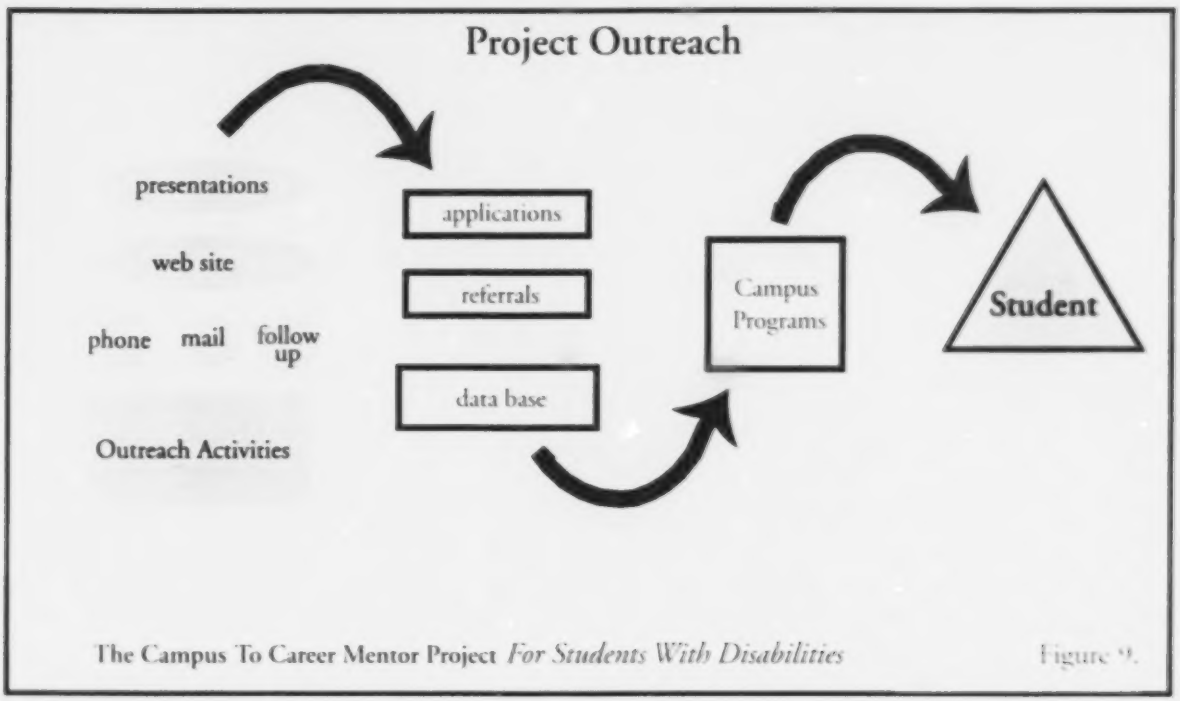
Our ongoing outreach consisted of the following:

Follow-Up letters

We mailed letters to Mentors and Resource People to acknowledge their volunteering, and to update them on the project. We also mailed letters to students at the beginning of each new semester. These letters were used to update them on upcoming events or project developments. Examples of these letters can be found in Appendix B, page 78.

Off-site Events

Appearing at public events was another means of recruiting Mentors and Resource People. These might include Employment Fairs, seminars in disability-related issues and meetings of large disability organizations. For a description and photographs of our table set up see Appendix A. page 74.



THE OUTREACH FLOWCHART

We designed our Outreach Process to work in the following manner. We try to obtain Mentors and Resource People by making targeted phone calls and mailings, giving presentations to organizations, and posting information our Web Site. If these efforts produce Mentors and Resource People, we will store their applications in our database and disseminate this information to the appropriate WorkAbility IV program, which then passes the information on to the student. If these efforts produce referrals for people who might be interested in becoming Mentors or Resource People, we add this information to our Data Lists and use it to target subsequent outreach efforts.

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Web Site

We designed a Home Page on the World Wide Web at userwww.sfsu.edu/~mntrproj. The main purpose of the Web Page was to attract potential mentors and provide an overview of our project. For details on the site, please refer to Appendix B, page 75.

Articles

We wrote articles for local agency newsletters to drum up awareness for an upcoming presentation by our project. An example of an article can be found in Appendix B, page 77.

How it worked:

Follow-Up letters: This method worked well for the mentors. Students who were currently meeting with us responded well to these letters. However for the students who had never really followed-up after their initial trainings these letters were ineffective at improving our communication.

Articles: These articles worked well. Attendance at these presentations was usually good and some mentor applications came from these audiences.

Web Site: We were never able to fully develop our home page as a method of recruiting mentors because it came online late in the life of the grant. However we feel that the Internet could be a valuable tool for recruitment with appropriate development and marketing.

Off-site Events: They usually provided us with some mentor leads.

Recommendations:

These methods seemed to work well for us.

EVALUATION

What we did:

We evaluated our project in three ways.

1. We evaluated the project success on our ability to meet recruitment and major activity goals.

2. We developed a device called the Plan Chart as part of our Portfolio Project which was designed to monitor student progress in qualitative terms.

3. In the third year we added the Brainstorming Process to our services. To evaluate this process we monitored student behaviors and progress against their stated goals.

How it worked:

1. We met all of our major activity goals. We modified some of these goals in support of our primary goal of student self determination. A specific list of our project modifications can be found in our modification section, page 14.

2. The plan chart is described in the Portfolio section of this manual. The Plan Chart was helpful to some students to monitor their progress. This Portfolio Process met the needs of students who had a well developed sense of their skills and goals. However, many of the students' presenting issues were more basic than could be addressed in the Plan Chart.

3. Although our sample size was limited, we saw very strong responses from the students to our brainstorming process. We monitored students progress against their stated goals by watching how active they were in their interactions; how much homework they did outside, how much networking they did, how specific they were in identifying their problems, the level of responsibility they took in the interactions we had. We used the processes of Obstacle Picture Brainstorming and Career Picture Brainstorming to make clear concise and specific lists of the student's goals and concerns from which we could monitor progress.

STUDENTS

At the time of this printing we have worked with 57 students.

Students by ethnicity:

White 42%	Asian 20%	Other 18%
African-American 11%	Hispanic 7%	American-Indian 2%

Students by school:

SFSU 7%	CSULB 33%	CSULB 10%

Students by year in school:

No response 28%	Senior 27%	Junior 22%
Graduate 16%	Sophmore 7%	

Students by career choice:

Education 36%	Business 13%	Social Services 12%
Computer 9%	Undecided 7%	Psychology 7%
Media-Industries 4%	Fashion Design 2%	Law 2%
MicroBiology 2%	Public Policy 2%	Toy manufacture 2%
Urban Planning 2%		

Students by disability*:

Functional +others 40%	Learning 28%	Mobility 24%
Vision 17%	Hearing-Speech 13%	

Students by accommodations*:

	Extended test time 31%	Auditory-related 20%
Mobility-orthopedic 18%	Note-takers/writers 18%	Vision-related 16%
Computer 13%	Readers 11%	Reduced schedule 11%
Modified furniture 7%	Uncertain 7%	Books on tape 7%
Personal attendants 4%	Tape recorder 4%	Interpreters 2%

MENTORS AND RESOURCE PEOPLE

At the time of this printing we had 31 mentors and 15 resource people.

Mentors and Resource People by ethnicity:

White 70%	Other 11%	Asian 9%
African-American 4%	Hispanic 4%	American-Indian 2%

Mentors and Resource People by career field:

Soc Serv-Disability 40%	Education 18%	Business 7%
Media-related 7%	Administration 4%	Computer-related 4%
Environment 4%	Law 2%	Civil engineering 2%
Communications-911 2%	Elections 2%	Health 2%
Non-profits 2%	Urban planning 2%	

Mentors by disability*:

Functional-others 45%	Mobility 45%	Vision 13%
Learning 10%	Hearing-Speech 3%	

Mentors by Accommodations*:

Mobility 48%	Modified furniture 16%	Computer 16%
Vision-related 13%	Driver 3%	Hearing-related 3%
Mouthstick 3%	Note-taker 3%	Personal attendant 3%
Reader 3%	Tape-recorder 3%	

Mentors and Resource People by educational level:

Bachelor's Degree 54%	Master's Degree 26%	PhD 7%
Some college 7%	No response 6%	

**Results will not equal 100% because of multiple disabilities/accommodations*

1997 • Campus To Career Mentor Project

We have included a profile of our mentors, resource people, and students collected from our data base.

Recommendations:

Students benefit most when two distinct and important types of mentoring are offered.

Mentors are valuable to students in both life mentor and career mentor roles. However, each of these roles requires a very different intervention. It was our experience that, before the majority of our students could work on their career issues, they had to contend with life issues. This is where the brainstorming part of the project was effective. The life mentor's expertise should be in counseling. The life mentor works with the student as often as is necessary, in a confidential setting, on any issue the student chooses. The life mentor has no stake in what the student decides to do.

The professional, or career mentor, wants the student to excel on the job This mentor has an agenda as the mentor is directly benefited by the student's success. The business environment sets limits on the frequency of meetings and, in this setting, it is not appropriate or effective to share personnel issues.

Most of our students have little experience in professional environments.
We feel that students reap the greatest benefit when they can learn and practice working with career mentors through internships or work experience. In this way the students' experience is direct and realistic and is not filtered through a counselor. This job experience works especially well when life mentoring is also available as questions arise.

Jerome's Story

When Jerome started with the program, he had many ideas about his career, but he couldn't internalize them. We did brainstorming work together and he created a good picture of what a fulfilling career could be. Still he felt uncertain that his career goal was appropriate. He came for three more meetings to improve the drafts of his resume while we talked about accepting his own ambitions. After the final editing of the resume, I realized he had changed and that he had a new confidence about his career choice. He left saying, "Thanks, I'll make another appointment with you if I need to come back." As he left, I thought to myself, "So that's what Self Determination looks like."

The students develop important skills when they create their own mentor network.

It is crucial that students develop professional networking skills. While students benefit from using the mentors, we were concerned that the students were not learning how to locate their own sources. We believed that they would have greater benefit if we modified the process to show them how to find their own mentors.

Limitations of Multiple Sites:

Many university programs working in this area evaluate their progress with quantitative measures (i.e., counting numbers of students who attend workshops). Our program monitors student progress with qualitative measures (i.e., plotting individual student behavioral changes to show progress). To create a collaboration between a program that uses quantitative evaluation and one that uses qualitative evaluation requires a shared vision, extensive discussion, time and energy. So we feel that it is not effective to direct a multiple site program of this kind from a central location.

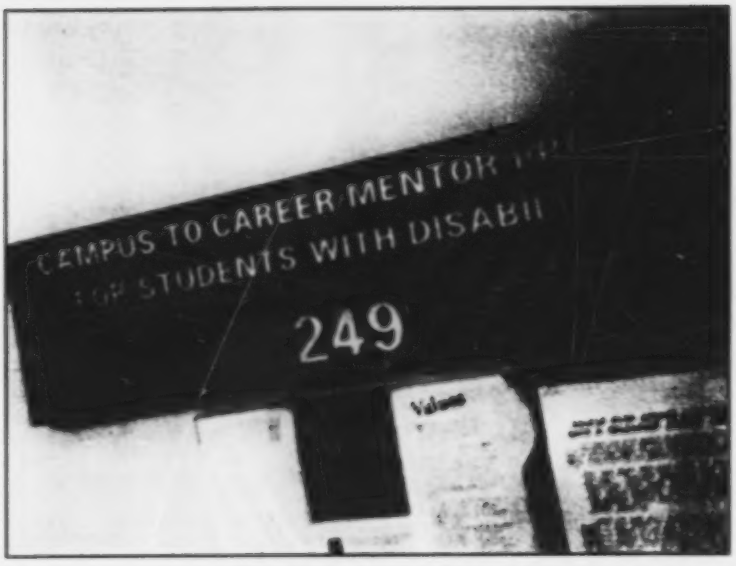
Limitations of Workshops

We were concerned about the lack of leadership demonstrated by the students in searching for answers to their career issues. We saw that in a workshop the students received information in a passive way. We also saw that students usually found that only a small amount of the information was relevant to their own concerns. We found that it was more effective to work with students in a way that compelled them to take on a leadership role by learning to identify their own issues and to strategize their own process for resolving them. We feel that workshops were less effective in giving students relevant information and for developing their own skills for leadership.

Some Conclusions

If we had an opportunity to work with students on career issues again, we would modify our program to look like this. We would work on one campus only, over a period of four to five years with a counselor student ratio of 20 to 1 (maybe a few more students). We would need a support staff person to work approximately 20 hours. We would use the Brainstorming Process to explore student belief systems and then follow up with work on the Portfolio Process. We would support students in developing their own mentor list and networking skills.

Some of our students with low vision said that they were having trouble finding our office because of its small sign. In response to these requests, we designed this large print, raised letter and Braille sign. During our tenure, we have modified many of our products to meet our students' needs.



The following Appendix sections display many examples of our products.

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APPENDIX A.
RECRUITMENT MATERIALS

HELLO LETTER

This letter introduces our Project to prospective Mentors and Resource People. If we know the name of the addressee, we will personalize the letter. We send a modified version of this letter to large corporations.

San Francisco State University
1600 Holloway Avenue, Administration 359
San Francisco, California 94132

Campus to Career Mentor Project
for Students with Disabilities
Tel: 415/338-3382 or 338-6349
Fax: 415/338-0952
TTY: 415/338-3365
E-mail: mntrproj@sfsu.edu

Dear _____,

Thank you for your interest in becoming a mentor. Our project assists college students with disabilities to obtain skills, knowledge, and experience that will make them more effective in their transitions to careers. There are two ways in which we serve our students. First, our curriculum increases student awareness of career issues and assists them in the development of techniques for planning, problem solving, and decision making. The second strand connects students with mentors, resource people, and work experience opportunities. (Our project makes a clerical distinction between Mentors with disabilities and Mentors who do not have disabilities. We call Mentors without disabilities Resource People.)

This second area is where we can use your help. To meet the diverse needs of our students our project is constantly recruiting Mentors and Resource People. We have enclosed our brochure, an application, guidelines for becoming a Mentor or Resource Person, and a self-addressed return stamped envelope. If you would like to become a Mentor or Resource Person, please fill out an application and return it to us, or give us a call and we will fill it out with you over the phone.

Thank you for your support. Our students will benefit greatly from your involvement.

Sincerely,

Steve Köehmstedt

Steve Köehmstedt
Project Coordinator

BROCHURE

This is a copy of the brochure that we used in all of our outreach endeavors. It includes a project description, a statement of values and a list of the resources students can use.

◀

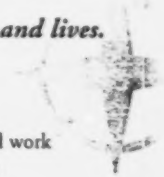
MENTOR APPLICATION

▶

Project

The *Campus to Career Mentor Project for Students with Disabilities* was created to address the 66% unemployment rate among persons with disabilities. Our project teaches students a portfolio method to clarify career issues, to strategize a process for resolving them, and to plan their transitions to careers. Students will also learn to create networks of mentors and campus and community resources to assist them. Our project will work with 70 students on up to five CSU/UC campuses.

Students will carry these skills from the campus into their careers and lives.



Approach

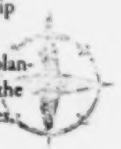
Participants will attend workshops on the portfolio development process and general project information.

Students will use portfolios to identify their career issues, address them, and plan a process for their transition to work.

Each student will build a network of mentors, and campus and community resources. This network will support the student's exploration of his or her portfolio goals.

Our project will create a mentor database by extending the university's network of community disability groups and business organizations. This outreach will enhance the university's job shadowing and internship opportunities.

The students will carry these planning and networking skills from the campus into their careers and lives.



Resources

The following resources act as primary sources for information and skills training to meet individual student needs:

- ***Mentors*** will serve as general resources to assist students in addressing specific portfolio questions. Our project will select mentors with similar disability experience and choice of career to that of the students.
- ***Career Planning and Academic Advisement*** resources assist students to address their questions about academic requirements, career information, and career skills.
- ***Accommodation and Advocacy*** resources assists students to identify accommodation needs, to learn about related laws, and to develop communication skills.
- ***Socialization*** resources allow students to explore issues related to self-esteem.
- ***Work Experience*** resources expand the student's experience by providing job shadowing and internship opportunities.

Values

We believe an effective career planning experience must be **student driven** in its design and implementation.

We seek to serve a **diverse** population of students. To meet this goal, we recruit students with a range of disability, ethnic, and gender backgrounds.

We will work with many university student services in a way that promotes a **model of collaboration** in service delivery.

Recognizing current limits on existing campus resources, **we will not duplicate services** or place an **undue burden** on them.

Our policy of **planned obsolescence** means we support campuses with materials, training, and additional resources so they can offer an ongoing program of this kind on their own.

Our portfolio model includes attributes of **Total Quality Learning** and **critical thinking**. This tool for self evaluation maximizes student involvement and focuses career concerns while providing a sense of accomplishment.

Campus to Career Mentor Project
for Students with Disabilities
San Francisco State University
1600 Holloway Ave., Admin. 359
San Francisco, CA 94132

Phone: (415) 338-3382
TTY: (415) 338-3365
Fax: (415) 338-0952
Email: mntrproj@sfsu.edu

Visit our new Homepage @
userwww.sfsu.edu/~mntrproj

SFSU

Campus to Career Mentor Project *for Students with Disabilities*

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San Francisco State University
1600 Holloway Avenue, Administration 359
San Francisco, California 94132

Campus to Career Mentor Project
for Students with Disabilities
Tel: 415/338-3382 or 338-6349
Fax: 415/338-0952
TTY: 415/338-3365
E-mail: mntrproj@sfsu.edu

Application for Mentor and Resource People

The Campus to Career Mentor Project makes a clerical distinction between Mentors with disabilities and Mentors who do not have disabilities. We call Mentors without disabilities Resource People.

Please return completed application using envelope provided or call our mentor services line (415/338-6349) and we will fill it out with you over the phone.

General Information

NAME _____
Last First Middle

MAILING ADDRESS _____

_____

HOME PHONE NO. _____ BUSINESS PHONE NO. _____

FAX NO _____ E-MAIL _____

BUSINESS NAME _____

JOB TITLE _____

CAREER FIELD (IF DIFFERENT) _____

Other job-related areas of current expertise _____

COLLEGE BACKGROUND _____

Disability Information

Some of our students are looking for specific disability-related information. Are you willing to discuss disability related issues with our students?_____

What is your disability?_____

What accommodations do you use?_____

Communication Information

Some of our students will be located out of your area, would you be comfortable communicating with a student using technology? Yes_____ No_____

Which forms of communication can you make available?
telephone____ fax____ internet____ meeting in person____ TTY____

Optional Demographic Survey

Sex: Male____ Female____

ETHNIC ORIGIN:
(Please check one of the following)

American-Indian____ Asian-American____ African-American____ Latino____
Filipino____ White____ Other/Decline to state____

Additional Student Opportunities

Can your company provide students with disabilities opportunities for internships and/or job shadowing? Yes____ No____

If yes, who at your company should we contact to begin these opportunities?

_____Phone #_____

Notes

Can you recommend a person or persons we could contact who might be interested in becoming mentors?

If so, Name_____ Phone #_____

Address _____

Or, would you like for us to send mentor materials directly to you so that you could pass them on? Yes____ How many would you like?_____

APPENDIX A.

Campus to Career Mentor Project *for Students with Disabilities*

Student Application

NAME _____
Last *First* *Middle*

ADDRESS _____

_____

PHONE NO. _____ E-MAIL _____

SUMMER ADDRESS _____

_____

SCHOOL _____ MAJOR _____

FR SOPH JR SR *(CIRCLE ONE)* EXPECTED DATE OF GRADUATION _____

WHAT CAREER FIELD DO YOU WANT YOUR MENTOR TO BE WORKING IN? ____

_____

SUGGESTED JOB TITLE FOR MENTOR? _____

We will be looking for a mentor who has a disability similar to yours, and who uses similar accommodations. What is your disability? _____

What accommodations do you use? _____

_____

Is it important that your mentor have the same cultural or ethnic background as you?

If so, please specify _____

_____

Which forms of communication can you make available?
telephone___ fax___ internet___ meeting in person___ TTY___

Optional Demographic Survey Sex: Male _____ Female_____

Ethnic Origin: *(Please check one of the following)*
Black/African-American _____ *Hispanic*_____ *Asian*_____ *White* _____
*American Indian*_____ *Filipino*_____ *Other/Decline to state* _____

Please use the envelope provided when submitting your application.

APPENDIX A.

MENTOR AND RESOURCE PEOPLE GUIDELINES

The Campus to Career Mentor Project makes a clerical distinction between Mentors with disabilities and Mentors who do not have disabilities. We call Mentors without disabilities Resource People.

The Campus to Career Mentor Project helps students learn to use mentors and to build networks effectively. Through the use of our portfolio process, students learn to enhance their career planning and information gathering.

Our project teaches students to find the appropriate resources to help them help themselves. The mentors focus on helping the students find answers to their own career questions. We believe that this approach will help students learn to create networks made up of multiple mentors to get the support that they need to develop a better sense of self-confidence. The students also learn to monitor and adjust their interactions with their mentors to improve their effectiveness.

We recommend that the mentor's communication with students focus on three basic patterns:

1.) If the student asks you a question, and you are an excellent resource for answering that question, answer it.

2.) If the student asks you a question, and you are not an excellent resource to answer it, say "I am not qualified to answer that question," Then, if you can make a referral to an excellent resource, make one.

3.) If the student's question is not well-focused, assist the student to focus his or her question.

As the students will engage their mentors with specific questions, our project is not recommending a particular time commitment on the part of the mentors. Rather we are looking for a commitment to assist the students in finding answers for themselves.

Anything beyond some on-going phone calls, Email correspondence, or occasional meetings will be developed at the discretion of the mentor and the student.

It is our hope that by assisting the students in learning to direct this career search they will learn skills that they will use the rest of their lives.

MENTOR GUIDELINES

Although we do not provide training for mentors and resource people, we want to provide some idea of what to expect when a student calls them. We also want them to understand our basic philosophy of student-mentor interaction.

APPENDIX A.

FAQ's

These are sets of answers to frequently asked questions. We updated the FAQ's based on the most common questions we received in our outreach efforts.

APPENDIX A.

Frequently Asked Questions

about the Campus to Career Mentor Project

1. Must I have a disability in order to participate?

No. We need the help of professional people regardless of whether or not they have a disability. In many cases it will be difficult to match a student's disability and career choice with those of a potential mentor. Also, some students believe that a mentor's career field is more important than a matching disability. If you have a disability, please fill out the Mentor application; if you do not have a disability, please fill out the Resource Person application.

2. What is the difference between a Mentor and a Resource Person?

A Mentor has a disability which we will attempt to match with that of a student. A Resource Person has no disability. Both Mentors and Resource People are important, necessary components of our Project. In practice, they will provide very similar assistance to our students. Please see the enclosed Guidelines for details.

3. Must I live in the San Francisco area?

No. We serve the needs of students from across the state. Many of our students are comfortable communicating by telephone or internet. No matter where you live in California, we can use your help.

4. Will I be required to meet with my student in person?

On the application, please indicate only those forms of communication which are convenient for you. Many of our students will not be able to meet in person with their Mentor or Resource Person. Often, they will prefer to communicate using technology.

5. How much time will be required?

The amount of time you spend answering their questions will vary according to their needs. Spend only as much time as is reasonable and comfortable for you. As the student progresses towards a career, he or she will require less advice.

Further Questions?
Please call us at 415-338-3382 or 415-338-6349. Fax us at 415-338-0952. E-Mail us at mntrproj@sfsu.edu.

Many thanks, from Steve, Angel and Jeff.

72.

APPENDIX A.

Jane Smith	Career Goal: *Civil Engineering*	University: *SFSU*	Year in School: *Senior*
		Major: *Engineering*	Phone: *(415) 000-0000*
Disability Type: *Low Vision*		Date of Request: *5/1/97*	Student Preferences:
Requested Mentors Career: *Civil Engineer*			match disability _ match ethnicity _ match gender _
Additional mentor requests: *none*			

▲ DATABASE

Using Microsoft Access Version 2.0, the outreach coordinator designed the database to allow fast entry, retrieval and search capabilities for students, Mentors, and Resource people. If we wanted a report on the mentors we were currently searching for, we might run a report yo show information fields such as: students who had requested mentors, students whose mentor requests had not yet been filled, name, school, major, year in school, career goal and all mentor request data. That report would look like this.

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APPENDIX A.

The Campus to Career Mentor Project
for Students with Disabilities

Project Brochure

Project Brochure

For more info contact us at: Phone (415) 338-3382, TTY (415) 338-3365, or Email us at: mntrproj@sfsu.edu

TAPED MATERIALS

We created a taped version of our brochure to help us with our recruiting efforts. Side one was the brochure and side two included information applicable to the recipient.

PRESENTATION MATERIALS

In addition to brochures, applications and FAQ's, we used special materials for on-site events. These included event-specific "hello" letters, large panel signs with excerpts from the brochure, and a banner with our name on it.

Photo taken from National Transition Alliance For Youth with Disabilities Newsletter, vol. 1, #2, Sept. 1996.

74 BEST COPY AVAILABLE

APPENDIX A.

APPENDIX B.
ONGOING OUTREACH

▲ **WEB SITE**

Here is a picture of our homepage. This Web site was designed to help us with mentor recruitment. It has the brochure, recruiting information and applications, news, and links to related organizations.

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OUTREACH ARTICLE

This is an example of an outreach article used by our project. We wrote this article about our program's benefits for people with Attention Deficit Disorder and Learning Disabilities who are served by the Institute.

APPENDIX B.

THE CAMPUS TO CAREER MENTOR PROJECT

Our project is a federally funded three year grant designed to assist students with disabilities to make more effective transitions into careers. Our project serves the needs of students with all types of disabilities.

The project uses a two-tiered approach to address this need. The first tier connects students to mentors who assist them in collecting answers to their career questions. Our mentors are professional people with disabilities whose careers match the interests of the students. Students contact mentors and other resource people to build networks of support. We believe these network-building skills will be an important asset to them in their future career pursuits.

The second tier is a student-centered curriculum that helps students clarify their career issues, strategize a process for resolving them and plan their transitions to careers. We designed the curriculum to teach students a decision-making process. Some students have said that life happens to them and that there is very little that they can do about it. Students with ADD may have little confidence in their ability to make changes in their lives. Students may also have trouble thinking about too many issues at the same time. This is where our curriculum shines for students with ADD: we provide a safe environment to develop problem-solving skills using their best learning styles. Our curriculum provides structure, while at the same time, allows students to shape many aspects of the curriculum to meet their own needs.

Students begin by identify their issues and prioritizing them. The counselor assists them in developing bite-size questions that the students can research and find answers to at their own pace. The counselor also helps students learn to document their progress in working through the obstacles in their path to a career. Most of the students seem to grasp these problem-solving skills quickly.

Over time, the students perfect their own problem solving strategies and skills so that eventually they need the counselor input less and less. At the same time they see clearly that they can accomplish their goals. It is our hope that our project will assist the students in acquiring networking and problem-solving skills that will serve them well for the rest of their lives.

Steve Köehmstedt is the Project Coordinator for San Francisco State University's Campus to Career Mentor Project for Students with Disabilities.

This article appears in the Fall '96 Newsletter for the Kitty Petty Institute.

APPENDIX B.

San Francisco State University
1600 Holloway Avenue, Administration 359
San Francisco, California 94132

Campus to Career Mentor Project
for Students with Disabilities
Tel: 415/338-3382 or 338-6349
Fax: 415/338-0952
TTY: 415/338-3365
E-mail: mntrproj@sfsu.edu

Dear

Thank you very much for volunteering to be a mentor for our students with disabilities. I know that our students will benefit greatly from your involvement. We are sending this letter to keep you up to date on the progress of our Project. We are continuing to recruit students from the SFSU, San Bernardino and Long Beach campuses and work with them to clarify their career issues. As of the present time, we are not able to match you with a student whose requests exactly match your career expertise. But please be patient, as we are receiving a steady influx of new students into our program.

If you would like more information about our Project, please feel free to call us, or access our Web site at Userwww.SFSU.EDU/~Mntrproj. If you know of anyone else who would be interested in becoming a mentor or resource person, please put us in touch with them.

Sincerely,

Jeff Edman
Outreach Coordinator

APPENDIX B.

FOLLOW-UP LETTERS

We sent quarterly letters to mentors and resource people to keep them informed as to the status of our project and to let them know we still value their commitment even if we have no student-match as yet.

◀

APPENDIX C.
PORTFOLIO MATERIALS

PORTFOLIO
PROCESS

CAMPUS TO CAREER MENTOR PROJECT
for Students with Disabilities

PORTFOLIO PROCESS

Campus to Career Mentor Project
for Students with Disabilities

San Francisco State University
1600 Holloway Avenue, Administration 359
San Francisco, California 94132

Tel: 415/338-3382
Fax: 415/338-0952
TTY: 415/338-3365
E-Mail: mntrproj@sfsu.edu

PROCESS EXPLANATION

INTRODUCTION:

The Campus to Career Mentor Program is designed to help you make an effective transition to your career. Participants in the project will use a portfolio to identify career issues, address them, and plan a process for the transition to work. The portfolio method is based in the Total Quality Learning approach for assessing the quality of your learning process before, during, and after the learning experience. This method helps you to be aware of the skills you are learning so that you can use them again in future job searches.

The best learning occurs when we talk with others about what we are doing while we are doing it. The portfolio process shows you how to create a network of individuals and agencies who will work with you as resources. The portfolio also incorporates the basic principle of critical thinking which is; you must think about your thinking while you are thinking it so that you can improve your thinking. The portfolio leads you through a process that helps you evaluate the information you receive in your job search.

This Process Explanation packet will walk you, step-by-step, through the portfolio method.

PROCESS:

Step by step

1. Self Assessment Questions: These questions will help you evaluate your career preparedness.

   They will help you define your present level of preparedness in a given area in terms of your knowledge, skills and experience.

2. The Plan Chart: Answers to the Self Assessment Questions will be displayed by marking the Plan Chart.

   The Self Assessment Questions and the Task Planning Questions together will help you identify the steps you need to take to improve your preparedness in a given area.

3. Use prioritizing questions to plan which foray you will do first.

4. Fill out Foray Worksheet.

5. Foray: a search for answers to a specific question
   Contact: making phone calls, collecting addresses, making appointments
   Communicate: confer with resources such as mentors, campus staff

6. Complete Foray Assessment.

7. Update Plan Chart and portfolio with foray success.

8. Plan next foray taking into account the improvements learned on last foray.

9. Begin next foray.

SECTION ONE: SELF-ASSESSMENT QUESTIONS

ACADEMIC/ADVISEMENT

Knowledge

What is your career goal?
What is your major?
Does your career field recognize your major as an appropriate or standard academic process for people recently hired?

If So (fill in the box marked base knowledge)

Do you know which classes you need to graduate on time?
Do you know what grades that you need to get an interview?
Are you sure that enough of the classes that you are taking will be accepted so that when you graduate there will be no surprises?

If Not (you are going to have some answers to search out in the base knowledge box before you can fill it)

Do you know how your academic work will be viewed in an interview?
Do you know what argument you will use to convince the employer that you are well prepared for their job?
Will an employer see you as over qualified?
What qualifications will the employer expect to see?
Are you going to graduate on time?
Are you getting the grades that you need to get an interview?
Are you getting the volunteer experience that many companies are looking for in their new hires?
Are you sure that enough of the classes that you are taking will be accepted so that when you graduate there will be no surprises?

Skills

IF SO

IF NOT

Experience

IF SO
Have you talked with your departmental advisor about graduation requirements?

IF NOT
Have you talked with Academic Advisement regarding your graduation?

CAREER PLANNING & PLACEMENT

Job Search

Knowledge

IF SO
What are the names of three companies that do this type of work?
Where are these companies located (Are they located in the part of the world that you would like to work in?)
What size company would you like to work for?

IF NOT
What would your job title be?
What kind of academic background are these companies looking for in someone who would fill the position?
What kind of job related experience are they looking for?
What other types of experience are these companies looking for?

Skills

IF SO
Do you know how to develop networks?
Can you effectively use a job fair?

IF NOT
Can you effectively use the resource materials in the Career Center?
Can you use library references to locate information about careers?

Experience

IF SO
Have you ever searched for employment in your field?

IF NOT
Have you ever searched for employment?

RESUME

Knowledge

IF SO
Do you know the elements of a resume that is specific to your career?
Do you know what a good cover letter should contain?

IF NOT
Do you know the elements of a good resume?

Skills

IF SO
Can you compose a resume?
Can you write an appropriate cover letter?

IF NOT
Can you research what the elements of a resume should be?

Experience

IF SO
Have you written a resume that is specific to the job you want?

IF NOT
Have you ever written a resume?

INTERVIEW

Have you ever interviewed for a job before?
If so how will this interview be different from others you've experienced before?

Knowledge

IF SO
Do you know how to answer questions about your experience?
Do you know how to discuss job benefits?
Do you know how to negotiate salary?

IF NOT
Do you know what to wear to an interview?
Do you know what kind of questions you should ask?

Skills

If So

If Not

Experience

If So
Have you ever practiced an interview on tape?
Have you interviewed for a job like the one you are seeking?

If Not
Have you ever interviewed for a job?

ACCOMMODATION/ADVOCACY

ACCOMMODATION

Knowledge

IF SO
Do you know what accommodations you need to be effective in your career?

IF NOT
Do you use accommodations in school?

Skills

IF SO

IF NOT
Can you perform word processing?
Can you use effectively the devices you need to be accommodated?

Experience

IF SO
Have you used accommodation in the work environment?

IF NOT
Have you used accommodation at school?

ADVOCACY:

Knowledge

IF SO
Do you know how the ADA pertains to your own needs in employment?
Do you know the best time to talk about your need for accommodation?

IF NOT
Have you some general knowledge about the Americans With Disabilities Act?

Skills

IF SO
Can you tell an employer what your needs are?
Can you negotiate for the accommodations you need?

IF NOT
Can you tell professors what your needs are?
Can you discuss your needs with your family and friends?

Experience

IF SO
Have you discussed your disability issues with employers?

IF NOT
Have you discussed your disability issues with family and friends?
Have you discussed you disability issues with professors?

SOCIALIZATION

Knowledge

IF SO
Do you know what is expected of you in a meeting?
Do you recognize office protocol (the unwritten rules)?

IF NOT

Skills

IF SO
Can you ask for information from appropriate people?
Do you know how to find out what the rules are in the workplace?
Can you work effectively in groups?

IF NOT

Experience

IF SO
Have you worked in a place that is similar to the job site you will be working in?

IF NOT

WORK EXPERIENCE

Knowledge

IF SO
IF NOT

Skills

IF SO

IF NOT

Experience

IF SO

IF NOT

90

APPENDIX C.

Task Planning on the Plan Chart

In the area of academic advisement you qualified for the If So part. This means that you have a good handle on what you need to do to graduate with the qualifications that are appropriate for the job you want. For you, this empty space in the high knowledge part of the Plan Chart will be filled when you have identified the lingering questions related to your graduation. You might first look back over the questions above and see if there were any that you weren't sure of.

Spend some time asking your self what kind of answers you still need to find in the high knowledge box. *Use a pencil as these are bound to grow and change*

_____

_____

_____

_____

_____

If, in the area of academic advisement you qualify for the IF NOT area, then, for you, the empty space in the base knowledge part of the Plan Chart will be filled when you have identified the basic general questions related to your graduation. You might first look back over the questions above and then list below the questions that you weren't sure of.

For you this empty space in the high knowledge part of the plan chart will be filled when you have identified the lingering questions related to your graduation. Everyone is going to have the similar general issues with graduation but what you need to look for are those issues keep you from feeling that this area is all complete. You might first look back over the questions above and see if there were any that you weren't sure of.

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Spend some time asking your self what kind of answers you still need to find in order to fill the base and high knowledge box. *Use a pencil, as these answers are bound to grow and change.*

Write your questions for the base box below

_____

_____

_____

_____

_____

Write your questions for the high box below

_____

_____

_____

_____

_____

Note: You will follow this same process for all of the other categories.

This exercise is designed so that when you fill up all the boxes in an area of the Plan Chart you should feel that you no longer have to worry about that area. However, you should remember that nobody is going to tell you that you have to do anything. So if you want to fill in all the boxes, do it and be done. It is your choice. But you came here wanting a mentor. You wanted to get some answers to your questions. You wanted to get to a career. So when you think about filling in the boxes, realize that it is your commitment to this process that will get you where you want to go. When your questions are all answered, you will have the confidence that comes with being prepared.

Some people will have two or three areas of concern while others will have more. It doesn't matter how long it takes you to complete the plan. What matters is that you find your answers.

PRIORITIZING QUESTIONS

The Prioritizing Questions are designed to assist you in deciding which foray to do first and second, etc.

1. Inter-connectedness between sub-topics
Example: Job Search knowledge questions may need to be answered before you can answer other types of questions.

2. Deadlines
Example: Do you need to make a decision by a certain date to qualify for a Master's Degree program or a specific work opportunity?

3. Personal interests
Example: If you are particularly interested in doing one thing first, probably it is a good idea to do it.

HOW TO FILL OUT A FORAY WORKSHEET

OVERALL GOAL: Here, you will write your present idea of what career you want to pursue. For example, if your question is about possible employers, you will write the general title of the career you wanted more information about. You would write, *"International Business Communications".*

CATEGORY: Here, you will write the resource area your foray questions are directed to. For example, your foray might be focused on a question from the Career Plan area. So, on the Foray form where it says:
CATEGORY_____ you will write *Career plan.*

SPECIFIC QUESTION: Here, you will write the specific question that you are currently trying to answer. You might write on the line marked SPECIFIC QUESTION_____, *Name three local International Businesses Communication firms.*

LIST CRITERIA: Here, you will use your personal values to decide which criteria you will use to evaluate the information you get. You may ask yourself such questions as: What things are important to me in choosing from the large number of companies in my area? What do I think makes one company more desirable than another?

Example:
LIST CRITERIA FOR EVALUATING YOUR INFORMATION
1____ LOCAL (within a 30 mile radius of San Francisco) *You would like to continue living in San Francisco, so one of your important values is finding a job close to home.*

2____ FORTUNE 500 COMPANY *It is your understanding that Fortune 500 companies usually offer more lucrative stock options to their employees, so one of the things you value is to have investment in the company in which you are employed.*

3____ COMMITMENT TO DIVERSITY *You value working for a company that shares your belief that diversity of culture among employees is very important.*

4____ GOOD MEDICAL/DENTAL BENEFITS *You value staying in good health so these benefits are important to you.*

Note: The more specific these criteria are the better the quality of answers will be.

WHAT RESOURCES: Here, you will list the places and people you will consult with to get answers, acquire skills, or gain experience.

Example: WHAT RESOURCES WILL YOU USE?
_____Career Center
_____Library *(Fortune magazine)*
_____S.F. Chamber of Commerce

Note: Consider the question, Is the resource an expert in this area?

WHAT RESOURCE QUESTIONS WILL YOU ASK? Here, you will write the questions you believe will elicit the best information you can get from your resources, in the shortest amount of time. You may need to use additional paper to write your questions. You have found eleven companies that meet two of your criteria, Fortune 500 and local. Now you may want narrow the search by using the third and fourth criteria. Your questions will now be about health benefits and diversity issues.

For this example you will go to the career center to ask questions like this:
WHAT QUESTIONS WILL YOU ASK?
____ Do companies publish breakdowns of their staff by ethnicity?
____ If so, I have a list of companies that I would like to check out.
____ If not, Do companies publish information about their hiring in regard to affirmative action laws?
____ Do companies publish information about what philanthropic projects they are committed to?

Note: This path may not be effective, so adjustments may be necessary.
Note: If the answers cannot be located at one site, ask for a referral to another resource.
Note: If you encounter a dead end, ask your resource if they think that your question is not constructed clearly.

DEFEND, DEMONSTRATE, OR DOCUMENT and ARTIFACTS
These areas are connected to each other in that they make up the archival aspects of the portfolio. The portfolio is made up of the plan chart, foray sheets, and the foray assessment sheets along with artifacts from those forays. These artifacts will be able to defend demonstrate or document the answers found on a particular foray and to support your filling in of white spaces on your Plan Chart.

If you look at the Plan Chart, you will see that it is divided into categories by the sub-topics Knowledge, Skills, and Experience. When you fill in one of the white spaces on your Plan Chart, you will keep adding items that show you have completed that area. If you are working in a knowledge area, you will have to DEFEND that you now possess that knowledge by providing samples of information you collected. If you are working in a skills area, then you would DEMONSTRATE that you now possess that skill by providing a sample of something you have done, or by showing evidence that you attended a workshop or class to acquire that skill. If you are working in a experience area, then you put into your portfolio artifacts that would DOCUMENT your experience, such as a brochure from a program in which you acted as a volunteer.

HOW TO FILL OUT A FORAY ASSESSMENT

FORAY QUESTION

What worked well in your foray question? _____

I believe that the question worked well because, to me, it was pretty well defined.

What could have been improved? _____

The question is fine. I feel a need to work on the criteria for evaluation to support the question.

CRITERIA FOR EVALUATION

What criteria questions worked well to evaluate the information you sought out while answering your foray questions? _____

Three out of the four criteria I chose for evaluation worked well. They were effective to locate local businesses and to define the which were desirable. The fortune 500 criteria was also available and helpful. The "good medical benefits criteria was good information. However, getting information about commitment to diversity is still unclear to me. I tried to research breakdowns on company staff by ethnicity, and although this information is available for some companies, it is not available for all companies.

How, if possible, could you improve upon them? _____

I believe that the foray question criteria is still a valid one. Before I do another foray, I will research different ways to investigate the issue of diversity.

RESOURCES

What worked well with your selection of resources?_____

The San Francisco Chamber of Commerce was a great place to start looking at local companies. Fortune magazine was informative about the criteria for the Fortune 500 and the addresses of those companies. The Career Center helped me see that the criteria (commitment to diversity) was still too undefined. So the Career Center was not able to help me in the was I anticipated, but their referrals were helpful.

What areas could use improvement? _____

I think the resource selection was fine.

How, if possible, could you improve upon your resource selection?_____

To improve selection, I would have to research my criteria for commitment to diversity more thoroughly.

MENTOR

When you communicated with your mentor, what areas worked well.

_____

This question does not apply because I did not select my mentor as a resource for this foray.

What areas could use improvement? _____

How, if possible, could you improve upon your communication with your mentor?_____

Could you apply these changes to your next interaction with your mentor and if so how will you do it? _____

This question does not apply because I did not select my mentor as a resource for this foray.

RESOURCE QUESTION

What worked well with the construction or usage of your resource questions?_____

My questions regarding locality, Fortune 500, and medical benefits were effective.

What areas could use improvement?_____

The question written about commitment to diversity could be improved.

How, if possible, could you improve upon construction and usage of your resource questions?_____

The trouble with the question about the commitment to diversity was not its construction but a lack of understanding about how this information might be available.

PORTFOLIO

Use this new information to fill in the appropriate box in your Plan Chart. You will also need to put this foray, its assessment, and the materials that defend, demonstrate or document your accomplishment into your portfolio. What will these materials consist of, and how will they defend, demonstrate, or document that you have answered your foray questions? _____

Since I am working in the knowledge area of Job Search, I have located materials that will defend my belief that I have found information to answer my questions. I have a computer printout from the Chamber of Commerce showing addresses of International Business Communications firms located in the city of San Francisco. I have copies of the Fortune magazine criteria for evaluation, and their listing of the Fortune 500 companies for last year and the two previous years. I found articles in business journals about medical plan benefits and a description of an HMO plan.

PORTFOLIO

Into a three-ring binder you will put the following:

Your Plan Chart
Foray Worksheet
Foray Assessment
Materials that defend, demonstrate, or document your progress

An Optional Evaluation Tool for Your Portfolio

You may have noticed, while working on the Foray Assessment sheet, that there are numbers after some of the topics.

Example: **Criteria for Evaluation** 1 2 3 4 5

These numbers are part of a self-scoring system you may choose to apply to your Foray Assessments. This system would work best in situations in which you perform five or six forays trying to answer questions that are all related to the same category, such as the Knowledge area of Job Search. If you are doing many of the same types of forays, it would benefit you to monitor the success of your individual forays in a graphic way. This way you would be able to see that your forays are constantly more effective. This will not apply to everyone, but if you are interested in trying this, you may contact me.

PLAN CHART

	Knowledge		Skills		Experience		Schedule		Priority
	base	high	base	high	base	high	start date	end date	
Beneath category titles write in your individual topics of study									
Career Plan									
Academic									
Accommodation/Advocacy									
Socialization									
Work Experience									

PLAN CHART NOTES

Answers to find, things to do

Category:_____

Area: *Please circle appropriate title.*

Knowledge **Skills** **Experience**

Level: Please circle appropriate title.

Base **High**

The questions and tasks below should represent your career obstacles from a particular category. When you finish this list you should be able to completely black out this area on the plan chart. But more importantly, by finishing these questions and tasks you should now be able to move on to other areas with some sense of closure.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FORAY WORKSHEET

OVERALL GOAL_____

CATEGORY_____ DATE_____

SPECIFIC QUESTION TO BE ANSWERED IN THIS FORAY_____

_____

LIST CRITERIA FOR EVALUATING YOUR INFORMATION

1_____

2_____

3_____

4_____

WHAT RESOURCES WILL YOU USE?

_____

_____

_____

WHAT QUESTIONS WILL YOU ASK YOUR RESOURCES?

_____

_____

_____

_____

HOW WILL YOU DEFEND, DEMONSTRATE, OR DOCUMENT YOUR ACQUISITION OF KNOWLEDGE, SKILLS OR EXPERIENCE IN YOUR PORTFOLIO?_____

_____

_____

FORAY ASSESSMENT

Please install into portfolio following foray

Category_____ Date_____

Goal:_____

Foray Question

Was your foray question well focused to your goal, why or why not?_____

_____

Knowing what you know now, if you could write this question differently, how would you change it?_____

_____

Criteria for Evaluation 1 2 3 4 5

Were the criteria for evaluation that you selected appropriate to assist you in evaluating the information you sought out while answering your foray question, Why or why not?_____

How, if possible, could you improve upon them?_____

_____

_____

Resources *(Menu of Services)* 1 2 3 4 5

What worked well with your selection of resources?_____

_____

What areas could use improvement? _____

How, if possible, could you improve upon your resource selection?_____

_____

_____

Mentor 1 2 3 4 5

When you communicated with your mentor what areas worked well? _____

_____

What areas could use improvement?_____

_____

How, if possible, could you improve upon your communication with your mentor?_____

_____

_____

Could you apply these changes to your next interaction with your mentor and if so how will you do it?_____

_____

_____

Resource Questions 1 2 3 4 5

What worked well with the construction or usage of your resource questions?_____

_____

What areas could use improvement?_____

How, if possible, could you improve upon your construction and usage of your resource questions?_____

_____

_____

Portfolio

When you take this new information and fill in the appropriate box in your plan chart. You will also need to put this foray and materials to defend, demonstrate, or document your accomplishment into your portfolio. What will these materials consist of and how do they defend, demonstrate or document answering of your foray question?_____

_____

_____

MENU OF SERVICES

Students told us that they were having trouble learning what services were available to them on their campuses. To address this, we created the Menu Of Services. Here is an example.

▶

MENU OF SERVICES

SAN FRANCISCO STATE UNIVERSITY

WORKABILITY IV Program
Career Center

Campus to Career Mentor Project
for Students with Disabilities
HSS 249, Tel: (415) 338-3382

APPENDIX C.

CAREER PLANNING

The Career Center	**ADM 211**	**338-1761**	**M-Th 10-6 Fri. 8:30-4:30**

- jobsline
- resume writing
- walk-in career counseling
- information from professionals in the field
- career library
- career workshops

Workability IV	**Career Center**	**338-1794**	**M-F 8-5**

- work experience opportunities
- one on one career counseling in any matter related to work
- career development help and social support
- workability class: "Career Development & Disability Issues"
- career advice days where employers answer questions in person

COOP	**Career Center**	**338-1050**	**M-F 8-5**

- develops job interviewing, resume writing, and communication techniques
- assists in arranging interviews, and employer contacts

ACADEMIC

Departmental Advisors	**contact your department office**

- general major/minor requirements information

Academic continued

Advising Center	**ADM 212**	**338-2101**	**M-F 8:30-4:30**

- general education requirements
- graduation requirements
- university policies, and procedures
- advising for liberal studies or a special major

Support Group	**ADM 450**	**338-1646**	**M-F 8-5**

- talk about your academic concerns with others with related concerns

ACCOMMODATION/ADVOCACY

Disability Resource Center	**Temp I-2**	**338-2472 or** **338-7174 (TTY)**	**M,W-F 8-5** **T 9-5**

- registration assistance
- classroom accommodations
- mobility services
- deaf services
- learning disabilities services
- technology access
- reader services
- guidance and support in securing reasonable accommodations

ADA Training	**HSS 251**	**338-3365**	**M-Th 10-3**

- training about the law for students
- information on reasonable accommodations

SOCIALIZATION

	Temp M	338-2208	M-F 8-5

- explore any personal problem or concern

Student Clubs	Activities office ADM 251	338-2171	M-F 8-5

WORK EXPERIENCE

COOP	ADM 201	338-1764	M-F 8-5
Community Involvement Center	Temp A	338-1486	M-F 8-5

- career opportunities
- hands-on training
- puts you in touch with people in your field of interest

Temp-interns	Career Center	338-1761	M-Th 10-6 Fri. 8:30-4:30

- allows you to earn money as you learn
- network for contacts directly in the workplace
- train for practical workplace skills

APPENDIX C.

APPENDIX D.

PROJECT ADMINISTRATION

APPENDIX D.

111

STAFFING

PROJECT ASSISTANT

This job includes the usual administration support such as transcription, data entry, filing, phone, mailings, travel arrangements, etc. Since our office is small, these project assistants also have to learn many types of software, including Excel and Pagemaker. They also support the home page.

Lori Cooper joined the project in the first months. Lori did a great job with the early assignments like getting software for the computer and making it work.

Angel Contreras came on board about half way through the project. She is very competent and unflustered even when given the most unlikely assignments to do.

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OUTREACH COORDINATOR

The Coordinator performs mentor recruiting tasks like cold calling mentors, sending out letters, and developing business contacts to solicit mentors. The Coordinator also provides program support by creating a mentor database and by writing articles.

Jeff Edman joined the project in the later stages. He did a great job with big tasks like learning to use Access software and creating a database for our mentors and resource people. He was very successful in recruiting mentors for our project.

PROJECT COORDINATOR

The Project Coordinator is responsible for all aspects of the project, setting policy and evaluation procedures. Other administration tasks include budgets and hiring, design of project materials, recruitment of students, universities, and mentors. The Coordinator also does Brainstorming counseling and Portfolio work with students and training for students and staff.

Steve Köehmstedt

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GENERAL TIMELINES

Year I

1.1 Set up office
1.2 Hire staff
1.3 Explore potential sites
1.4 Site negotiation
1.5 Contract agreements with sites
1.6 Begin recruiting mentors
1.7 Begin recruiting students
1.8 Develop data base
1.9 Develop training workshop materials
1.10 Staff training
1.11 Convene advisory panel
1.12 Student training workshop *(This will occur around semester schedules.)*
1.13 Begin student coaching
1.14 Begin mentoring
1.15 Evaluation

Year II

2.1 Ongoing mentor recruitment
2.2 Ongoing student recruitment
2.3 Ongoing updating of data base
2.4 Ongoing staff training
2.5 Convene 2nd advisory panel meeting
2.6 Ongoing student training workshops (once each semester)
2.7 Ongoing student coaching
2.8 Ongoing mentoring
2.9 Ongoing evaluation

Year III

3.1 Ongoing mentor recruitment
3.2 Ongoing student recruitment
3.3 Ongoing updating of data base
3.4 Ongoing staff training
3.5 Convene 3rd advisory panel meeting
3.6 Develop project manual
3.7 Ongoing student training workshops (once each semester)
3.8 Ongoing student coaching
3.9 Ongoing mentoring
3.10 Ongoing evaluation
3.11 Recruit dissemination sites
3.12 Disseminate project materials
3.13 Develop project report

APPENDIX D.

RESOURCES

FACILITIES

What we used:

The project was housed in one large room that measured 15.5 x 16.5 feet. It was located on the ground floor of the building near an electric door. The entrance was also near a public transit stop and parking for people with disabilities. We used signage that had both Braille and large print to mark our location. Our office door although a pull to open type, was fitted with a large handle and the door close-opening spring was adjusted to make the door open as easily as possible. Inside the office we work on three large desks with three ergonomic chairs, a large filing cabinet, a free standing shelf unit, a credenza, two 5 x 2.5 foot tables with 4 chairs. We had a small refrigerator, a radio and a coffee maker. On the walls we used a 4x8 foot chalk board, and a white board that measured 4x6 feet.

How it worked:

The furniture worked fine however the single large room layout had plusses and minuses. The plusses of this arrangement were that with all the staff in one room we really learned how to work together. This was a real asset to us while we were doing project development work. It also had an interesting affect on some of the students. The fact that the staff was going about its business while the students were working openly on their own issues created an environment of openness and a feeling that whatever they talked about was OK. Almost as though anything was possible.

The downsides of the one large open room were many. It was noisy, distracting to some students, privacy was an on-going issue.

Recommendations:

If we were to do it again, we would choose a site that had at least one private office in addition to large open room.

EQUIPMENT and SUPPLIES

What we used:

In our office we used a pc with software for word processing, data collection, Internet, desktop publishing and graphics. It also had a tape drive, fax, modem, and a deskjet printer that would print color as well as black ink. We used a fax machine that also made copies. Our office had three phone lines; one line was routed through the computer and fax machine with a phone on the end, the other phone lines had phones on them. We also had access to a TTY. We traded the use of our fax copier for the use of it. In our office we used the usual office and mailing supplies.

How it worked:

The equipment and supplies we chose worked fine but since we were budgeted for one computer, we always had to schedule our staff time with it.

Recommendations:

If we were to do it again we would modify our budget to facilitate the purchase of another similarly equipped computer.

APPENDIX E.
USERS COMMENTS

Over the life of the grant we received several letters from students who have worked with the Project. Here are some examples of their thoughts.

The Campus to Career Mentoring Project has been helpful for me because it has encouraged me to not feel awkward about getting and using information to decide my future career. An example of an activity in which I used the skill was when I developed a list of questions to ask a professional during an informational interview.

I felt like it was somehow wrong to do career exploration before I got a degree in my hands. I have learned to be more inquisitive and specific about what I want to know. These skills have helped me in coming to a closer understanding of what I want to do as a career. The CCMP has taught me skills I can use now and in the long run.

Irvana Kirola

I hadn't any knowledge how to put together a resume for my internship next year. Steve and I worked on getting my ideas on track so I could write an in depth resume and know how and where to find agencies for my internship. I learned from Steve how to be confident in negotiating my accommodations, a skill that is beneficial not just in the academic setting but ...also in terms of my career.

Wayland Wong

I was motivated to take the first step. In taking this step I went to agencies and filled out applications, also went to interviews. (Look Mom no hands). The most valuable thing I have learned is to believe in myself, and to have faith in my beliefs. The project but me back on the road by supporting me. It left me a handicapped person believing I can succeed whatever my goals are.

Lula Watts

The nature of the mentoring is of such a sort that neither counselors with a purely rehab, psych or career orientation nor, for that matter, established pros can provide. Even a peer approach requires a sophistication, not just matter-of-fact delivery of services, to pull off successfully. A combination of rehabilitation, psychological and career counseling with a high level of both knowledge and intuitive awareness makes this program different and useful to a person such as myself. The issues of the disabled are very individual and require both technical acumen and insightfulness in order to be truly effective.

Babette Hanish

The team at Workability IV wanted me to write you to tell you how much we like working with the program you described when you made your presentation to us last year. The team agreed that your ideas about working one-on-one with these students to help them learn how to explore their specific needs is a more effective approach than workshops.

Our students, like yours, have a wide range of job finding skills when they first come to us. Some of the students met with us weekly during the semester while they worked out the issues that interested them. They identify questions with the counselor and then meet with staff in other campus services. Some students came only once or twice because they needed to review a resume or practice introducing themselves to recruiters. All of the students seem to appreciate the opportunity to be listened to while they talk about their specific concerns.

Joan Kilbourne

APPENDIX F.
ABOUT THE DISKETTE

We have selected materials form the Manual and placed them on the enclosed High Density diskette. This diskette works on both Macintosh and Windows 95 computer systems.* When you open the diskette, you will see two folders — one for Macintosh and one for Windows 95. Open the appropriate folder for your computer. The Campus to Career files are formatted for both Microsoft Word for Macintosh version 6.0 and Microsoft Word for Windows 95 version 7.0.

Please feel free to reproduce, utilize and distribute these materials.

*The diskette is formatted for the PC, but your Macintosh will know how to read it.

120

San Francisco State University
1600 Holloway Avenue, Administration 359
San Francisco, California 94132

Campus to Career Mentor Project
for Students with Disabilities
Tel: 415/338-3382 or 338-6349
Fax: 415/338-0952
TTY: 415/338-3365
E-mail: mntrproj@sfsu.edu

Summer, 1997

To Whom It May Concern,

Our Project concluded July 9th. Our mission was to explore and develop effective strategies for helping college students with disabilities to progress toward careers. We learned that many students had problems with self-esteem and belief systems that needed to be addressed before they could benefit from interaction with mentors. We developed and provided a counseling method in conjunction with problem-solving tools for students that addressed these issues. Many of the students' self-esteem improved, and they began to locate their own career mentors. In the end, our project helped many students to clarify their thinking about self-esteem, accommodation issues and ultimately their careers. We hope that our success in using this counseling/problem-solving method and our findings on mentoring will raise important questions and help future programs to meet their students' needs more effectively.

We have enclosed our Project Manual, which explains our philosophy, its implementation and our findings. If you would like more information or additional copies of our Manual, please contact Dr. Paul Longmore before September 30th.

Dr. Paul Longmore
History Department/San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132
(415) 338-6498

Thank you for your interest in our project.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

GRANT AWARD NOTIFICATION

GRANTS AND CONTRACTS SERVICE

1 RECIPIENT NAME

SAN FRANCISCO STATE UNIVERSITY
RESEARCH & SPONSORED PROGRAM OFF
1600 HOLLOWAY AVENUE
SAN FRANCSICO, CA 94132

2 PROJECT TITLE

POSTSECONDARY EDUCATION PROGRAMS FOR INDIVIDUALS W/DISABILITIES: CAREER DEVELOPMENT AND MENTORING PROGRAM FOR COLLEGE STUDENT WITH DISABILITIES

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR

PAUL LONGMORE	415-338-6498

EDUCATION PROGRAM STAFF

HUGH BERRY	202-205-8121

EDUCATION GRANTS STAFF

STEPHEN RUE	202-205-8157

4 AWARD INFORMATION

PR/AWARD NUMBER	H078C40028-96
ACTION NUMBER	03
ACTION TYPE	CONTINUATION
AWARD TYPE	DISCRETIONARY

5 AWARD PERIODS

BUDGET PERIOD	10/01/96 - 09/30/97
PROJECT PERIOD	10/01/94 - 09/30/97

6 AUTHORIZED FUNDING

THIS ACTION	125,260
BUDGET PERIOD	125,260
PROJECT PERIOD	358,816
RECIPIENT COST SHARE	$25,700

7 ADMINISTRATIVE INFORMATION

PAYMENT METHOD	ED PMS
ENTITY NUMBER	1-946001347-08
REGULATIONS	EDGAR, AS APPLICABLE 34 CFR 338
ATTACHMENTS	

8 LEGISLATIVE & FISCAL DATA

AUTHORITY: INDIVIDUALS WITH DISABILITIES EDUCATION ACT
PROGRAM TITLE: MODEL DEMO PROJ. TO IMPROVE THE DELIVERY AND OUTCO CFDA 84.078C

APPROPRIATION	FY	CAN	OBJECT CLASS	AMOUNT
91 60300	96	E002342	4115	125,260

9 TERMS AND CONDITIONS OF AWARD

THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:

1) THE RECIPIENT'S APPLICATION (BLOCK 2),
2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS (BLOCK 7).

THIS AWARD SUPPORTS THE FINAL BUDGET PERIOD FOR THIS PROJECT. THE RECIPIENT IS REQUIRED TO SUBMIT ALL NECESSARY REPORTS TO THE DEPARTMENT OF EDUCATION WITHIN 90 DAYS AFTER THE END OF FEDERAL SUPPORT.

BEST COPY AVAILABLE

Stephen A. Rue — 8/15/96

Ver. 1 — GRANTS OFFICER — DATE

ED - GCS 007 (11/88)

PLEASE SEE OTHER SIDE FOR MORE INFORMATION